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A study was made of 538 disadvantaged and 247 non-disadvantaged household heads in Iowa -- their occupation, training desired, material possessions, membership and participation. The sample included 643 males and 142 females and was distributed in zones from open country to large urban areas. According to the prescribed criteria 14% of the households in Iowa were disadvantaged. The largest portion of the disadvantaged (31%) were located in the large urban areas in cities over 50,000. Fifty-nine percent of the participants were interested in more training; this desire increased with education but decreased with age. There was little difference in training desired by zones of residence; a division into occupational groups showed, however, that the professional group had the most interest and farmers the least. Training in the areas of metal work, teaching, mechanics, electronics, and drafting were most often mentioned by the total group. Females desired training in licensed practical nursing, social work, office machines, computer programing, and accounting. The disadvantaged had fewer automobiles, newspapers, and magazines, and were less likely to be members of organizations or to be active participants in them. (nl)

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EDUCATIONAL INTERESTS OF DISADVANTAGED AND NON-DISADVANTAGED IOWA HOUSEHOLD HEADS

Donald P. Arendt

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EDUCATIONAL INTERESTS OF DISADVANTAGED AND NON-DISADVANTAGED IOWA HOUSEHOLD HEADS

by

Donald Philip Arendt

A Thesis Submitted to the
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Approved:

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Head of Major Department

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TABLE OF CONTENTS

Page

INTRODUCTION 1

- Background Information 4
- Definition of Terms 8

REVIEW OF LITERATURE 10

METHOD OF PROCEDURE 11

- Population 11
- Design 11
- Screening 14
- Treatment of Data 14

FINDINGS 21

- Occupations 22
- Training Desired 28
- Willingness to Attend Training 52
- Material Possessions and Communication Items 58
- Job Mobility 61

DISCUSSION 63

CONCLUSIONS 69

LIMITATIONS 72

SUMMARY 75

BIBLIOGRAPHY 79

APPENDIX A. OCCUPATIONS 83

APPENDIX B. TRAINING DESIRED 86

APPENDIX C. QUESTIONNAIRE 90

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LIST OF TABLES

Page

Table 1. Distribution of sample 15

Table 2. Distribution of households by zone and classification 21

Table 3. Reason for classification disadvantaged 22

Table 4. Comparison of distribution of sample by occupation with distribution by occupation according to 1960 census 23

Table 5. Rank of occupations by disadvantaged and non-disadvantaged 24

Table 6. Rank of occupations by females by disadvantaged and non-disadvantaged 25

Table 7. Male rank of occupations by disadvantaged and non-disadvantaged 26

Table 8. Most frequent occupation by zone, disadvantaged and non-disadvantaged 26

Table 9. Desire for more training by sex 30

Table 10. Training desired by age, disadvantaged and non-disadvantaged 31

Table 11. Training desired by education, disadvantaged and non-disadvantaged 33

Table 12. Training desired by zone, disadvantaged and non-disadvantaged 34

Table 13. Training desired by occupation, disadvantaged and non-disadvantaged 36

Table 14. Training most frequently desired by those interviewed 37

Table 15. Male and female training most frequently mentioned 38

Table 16. Training most frequently selected by males 39

Table 17. Training most frequently selected by females 40

LIST OF TABLES (Continued)

Page

Table 18. Combined training of most interest by zone 41

Table 19. Training most frequently selected by zone 42

Table 20. Training desired by disadvantaged and non-disadvantaged 44

Table 21. Training desired by occupational group, disadvantaged and non-disadvantaged 45

Table 22. Training most frequently desired by age 47

Table 23. Training desired by age, disadvantaged and non-disadvantaged 48

Table 24. Training desired by education, combined disadvantaged and non-disadvantaged 50

Table 25. Training desired by education, disadvantaged and non-disadvantaged 51

Table 26. Disadvantaged by sex who will attend training if certain criteria are met 53

Table 27. Disadvantaged and non-disadvantaged by education who will attend training if certain criteria are met 53

Table 28. Disadvantaged and non-disadvantaged by age who will attend training if certain criteria are met 54

Table 29. Disadvantaged and non-disadvantaged by zone who will attend training if certain criteria are met 55

Table 30. Disadvantaged and non-disadvantaged by occupation who will attend training if certain criteria are met 57

Table 31. Those classified disadvantaged because of income and education who will attend if certain criteria are met 58

Table 32. Households without selected material possessions and communication items by disadvantaged and non-disadvantaged and zone 59

LIST OF TABLES (Continued)

Page

Table 33. Organizations males and females belong to and are active in by zone 60

Table 34. Percentages of households that said they would favor a move if the head of household was offered a new job with a chance to make $2,000 a year more than he now makes 62

LIST OF FIGURES

Page

Figure 1. Counties or pairs of counties from which sample was drawn 13

INTRODUCTION

Adult education is an important facet of today's lifelong learning process. Knowles (18) states, "The world is too complex and is changing too rapidly for any person ever to master all he needs to know for future living". Further he states, "It should be a goal of education to give each individual those skills necessary for him to make full use of his capabilities".

Earl J. McGrath, former United States commissioner of Education, as quoted in Brandenburg (4, p. 71) has stated, "No matter how much formal education an individual may have before he undertakes his life work, and regardless of its quality, it will be incomplete at the time of graduation". Earnest Brandenburg (4), Dean of University College, Washington University, St. Louis, has this to say about continuing education, "Education is not preparation for life. Continued learning is the very essence of the good life"

John W. Gardner (10), former president of the Carnegie Corporation of New York, in his essay for the President's Commission on National Goals stated in 1960:

> If we really believe in individual fulfillment, our concern for education will reach far beyond the formal system. We shall expect people to continue to learn and grow in and out of school, in every possible circumstance, and at every stage of their lives.

Another educator, Houle (12) has said, "We are emerging into an era in which we shall be an educated society. Our task now is to become a learning society".

The idea of continuing education is not new. In 1946, Johnstone (17) wrote:

> Adult education was important when America was young. It becomes more important every year, as life and learning become more complicated. In an aristocracy it may be possible to leave politics and economics to a small select class. We Americans are committed to a democracy, and in a democracy the people cannot leave it to the rulers to decide on political issues. With due respect to our great leaders who are seeking a way toward world peace, the responsibility for achieving world peace rests with us, the people. We cannot carry this responsibility properly unless we educate ourselves. We cannot count on peaceful settlement of the issues between labor and capital, between races and religions unless serious education is widely diffused among us.

Bergevin (3) is quite emphatic about adult education:

> Continuous education of one sort or another is not a luxury but a necessity. Education is a built-in requirement of a society emerging from control by the few to control by the many. We have yet to awaken to the fact that going to school as youngsters is not enough. Our present view gives only a perfunctory nod to adult education and puts a disproportionate emphasis on the education of youth. While the need for education of the young is acute, so is the need for continuing education for older people.

Further support comes from a non-educator. Howard Moreen (26), senior vice president of Aetna Life and Casualty Insurance Company, stated in a speech during 1966:

> For there is a danger in completing a course of education. It is the danger that grows as we complete high school, complete college, or complete post-graduate work. It is the danger of thinking that in completing a step in our education, our education has been completed. That has never been true. Today it is farther from the truth than ever before.

Adults are back in school. Some conservative estimates (4) run as high as 50,000,000 for the number of adults in this country attending formal classes.

For the academic year 1963-64, 28,717 people (15) were enrolled in Iowa public school adult education programs. The ten most popular courses by class size were typing, knitting, agriculture, bridge, art, home economics, welding, sewing, bookkeeping and driver's training. According to the 1964 Iowa Farm Science (36), the Cooperative Extension Service in Iowa reported more than two million people attending some 35,000 subject matter information meetings throughout the state in 1963. Education for adults is important, and will increasingly become more important. Meyers (24) states, "There are around 18 million adults in vocationally-oriented programs in continuing education courses".

Public educational organizations such as the Cooperative Extension Service, the Adult Education Departments in the high schools, and the Vocational-Technical Schools have a large share of the responsibility to provide educational opportunities for the adults in our society.

In 1914, Congress passed the Smith-Lever Act (16) which provided federal support for Cooperative Extension work in agriculture and home economics. This organization is a cooperative arrangement between the United States Department of Agriculture, the state land-grant universities, which in Iowa is Iowa State University, and county governments. To work effectively with the people in the state, the Cooperative Extension Service has delineated eight project areas which are: extension administration, extension information, agriculture production, marketing, home economics, 4-H and other youth, community and public affairs, and organization and supervision.

The community and public affairs program area is relevant to this study. It includes work in the area of the mutual concerns of community and farm families as citizens. One of these is public affairs education such as local, state, national and international problems affecting families and communities.

Background Information

One of the state-wide public affairs programs conducted by the Cooperative Extension Service in Iowa was the Iowa Future Series. The program (33) was launched in 1958. Forty thousand Iowans took part in the pioneer self-discussion effort called "Challenge to Iowa". The series dealt with the changes in American agriculture, its effects on farm families, and their rural and urban neighbors and the relationship of agriculture to the national economy as a whole. Then in 1961, 70,000 Iowans met and talked about "Your Stake in Iowa's Future". Topics discussed included a look at economic growth, and changes in the nation, state, and community, and an examination of the problems and future of the local community. In 1965, 60,000 Iowans discussed "Financing Our Public Services". Emphasis was on the taxes and who pays them, public services and finances for the future with an emphasis on education. The last series "Dimensions of Iowa Welfare" was completed in 1968.

At the area meetings in 1965 for community leaders on "Financing Our Public Services", the leaders indicated a desire to have welfare the next topic to be studied as a public affairs program. A human resources study with emphasis on welfare (30) was made in Iowa with the cooperation of the three state universities, Iowa State University, University of Iowa, and University of Northern Iowa.

The purpose of the welfare study was:

1. To estimate the number of families and individuals by reason of dimension of need.
2. To determine availability of capital and other available resources to households.
3. To determine the level of living of Iowa households.
4. To estimate the inadequacy of health measures taken by households.
5. To determine the evaluation of the past and present and the attitudes, beliefs, and aspirations regarding the future.
6. To determine the awareness of and use of present welfare, opportunity and other types of assistance programs.
7. To compare the characteristics of disadvantaged persons and households with those of the non-disadvantaged persons and households.

From the "Dimensions of Iowa Welfare" study it became evident that many people in Iowa are disadvantaged because of a lack of education and training. The Cooperative Extension Service, as an educational organization has a responsibility to work with all clientele which includes the disadvantaged.

This study was based on data which were collected for the "Dimensions of Iowa Welfare" study. The author took portions of the "Dimensions of Iowa Welfare" study and developed them for this study.

M. A. Anderson, Dean of University Extension at Iowa State University, (1) at the Iowa Annual Extension Conference in 1965 indicated the need to work with disadvantaged in one of his program priorities. He stated, "Expand programs which would result in greater consumer competence--especially to selected audiences, including the lower income groups and the young married families".

With the increasing use of agricultural technology and automation in business and industry, the replacement of unskilled and semi-skilled labor by machines is accelerating. The continuation of this trend suggests that thousands of jobs may be technologically obsolete in a decade and the present education and training of many Iowans may be grossly inadequate to provide the individual the opportunity to develop his full potential. Miller (25) points out a special need for the disadvantaged:

> I speak of new kinds of schools to be sure . . . I speak of institutes whose chief obligation is that of preparing young people in technical skills, in the crafts and in the practice of effective community citizenship.

The crucial areas of needed educational effort must be identified. The specific clienteles with whom there is the most urgent work to be done and the content and methods needed to reach specific clientele can be delineated. This study is an effort to provide some answers to the questions raised about disadvantaged. To work more effectively with disadvantaged more information about them is needed.

This study was an attempt to identify some of the occupational training desired by disadvantaged and non-disadvantaged heads of households under age sixty in the state of Iowa. Objectives of the study were:

1. To identify training that was of interest to the disadvantaged and non-disadvantaged.
2. To determine the present occupation of disadvantaged and non-disadvantaged.
3. To determine the different training desired by occupation, sex, zone, age and education.
4. To determine if disadvantaged and non-disadvantaged heads of household want training and will attend training.
5. To determine priorities for future educational programs.
6. To determine if there are some basic differences in characteristics of disadvantaged and non-disadvantaged.
7. To determine if disadvantaged will undergo difficulty to increase income.
8. To project the study to the population of the state.

This study may provide information and direction for local and area vocational-technical education, cooperative extension service on state, area, and county levels, and those agencies working directly or indirectly with disadvantaged. Also, it may be a determinant of present occupational patterns and occupational training desired by disadvantaged and non-disadvantaged household heads.

Five parts make up this study:

1. Occupations of the household heads.
2. Training desired by household heads.
3. Willingness to attend training.
4. Material possessions and communication items.
5. Job mobility.

Definition of Terms

Disadvantaged: A household was so classified if one of the following conditions were present:

1. If the age of the household head was less than 30 years and he had completed less than 12th grade in school.
2. If the age of the household head was between 30 and 60 and he had completed less than 8th grade in school.
3. If the head of the household was unemployed more than 15 days in the previous three-month period.
4. If the household contained any children between the ages of 6 to 18 and who were not in school (who had not graduated from high school).
5. If all the money income from all sources was below a certain figure, considering the number of people in the household and whether it was a one parent or two parent household. This income index is as follows:

Number of persons in unit	Head married, spouse present	One parent unit
1		$1,500
2	$2,500	3,500
3	3,000	4,000
4 or more	Increase amount $500 for each additional person	

Non-disadvantaged: Those households not classified disadvantaged.

Household unit: A house, an apartment or other group of rooms, or a single room when it is occupied as separate living quarters; this does not include group quarters.

Group quarters: Occupied quarters located most frequently in institutions, hospitals, nurses homes, rooming and boarding houses, military and other types of barracks, college dormitories, fraternity and sorority houses, convents and monasteries.

Household: Group of people occupying one housing unit and constitute an economic unit.

Household head: Person either sex, who is the primary economic supporter of the family, and is between the ages of 18 and 60.

Zone: Sub-populations, they are divided into five areas by place of residence:

1. Open country
2. Rural place, towns with population less than 2,500
3. Small urban, towns 2,500 to 9,999
4. Medium urban, cities 10,000 to 49,000 and Charles City
5. Large urban, cities 50,000 and over

Occupation: Primary job of the household head at time of interview. See Appendix A for list used.

Occupational group: Occupational category such as professional, etc. See main headings in Appendix A.

Training desired: Training indicated by adult respondent answering for household head. See list in Appendix B.

Training group desired: Category of training. See main headings in Appendix B.

REVIEW OF LITERATURE

This chapter will not follow the usual method of placing most of the references to literature reviewed in a review of literature chapter. Literature judged as relevant to this study will be cited throughout the thesis in the appropriate sections.

The literature search failed to disclose a report on any investigation with purposes identical or quite similar to those of this study. Studies and publications reviewed for this research vary widely in scope, purpose and degree of relevance to the research reported in this thesis.

METHOD OF PROCEDURE

This study was concerned with the training desired and attitudes of disadvantaged and non-disadvantaged heads of households between the ages of 18 and 60 in Iowa.

The number of household heads involved in the study was 538 disadvantaged and 247 non-disadvantaged. All information was obtained by personal interviews of the 785 households. Professional interviewers collected the data.

A portion of the "Dimensions of Iowa Welfare" (30) survey conducted in February and March 1967 was used for this study. The survey was made by the Statistical Laboratory at Iowa State University.

Population

The universe of interest for the study was all households in the state of Iowa at the time of enumeration, spring of 1967. Households with heads over 60 years of age were eliminated. Persons living in group quarters were also eliminated. Primary interest centered on disadvantaged households which were thought to amount to ten percent of all households.

Design

A sample of towns and cities was drawn in the following manner. Seven cities with population larger than 50,000, according to the 1960 census, were included with certainty. For the remainder of the state, cells were formed using a two-way geographic zone classification.

Counties or pairs of counties formed the 77 geographical divisions, see Figure 1. Four additional zones defined were:

1. Cities with population between 10,000 and 49,999 and Charles City
2. Towns with a population between 2,500 and 9,999
3. Towns with a population less than 2,500
4. The remainder of the state

In the open country zone, the township from each county or county group was drawn and segments drawn and delineated using materials from the Master Sample of Agriculture developed by the Statistical Laboratory at Iowa State University.

For the larger cities, population of 10,000 to 49,000, areas of these cities thought to contain a concentration of disadvantaged households were delineated and sampled separately from the remainder of the city. Individuals from the departments of Economics and Sociology at Iowa State University visited each of these cities and with the aid of interested local persons attempted to outline on a map those areas in which it was thought at least one household out of three would be disadvantaged. Thus, the universe was divided into three general areas:

1. The so-called disadvantaged areas of larger cities
2. The remainder of these cities
3. The remainder of the state

Different sampling rates were determined for each of these areas so to yield a total of approximately 600 disadvantaged households from all three areas. After determining the total number of units to take from each division (town, township or area within city) in terms of the

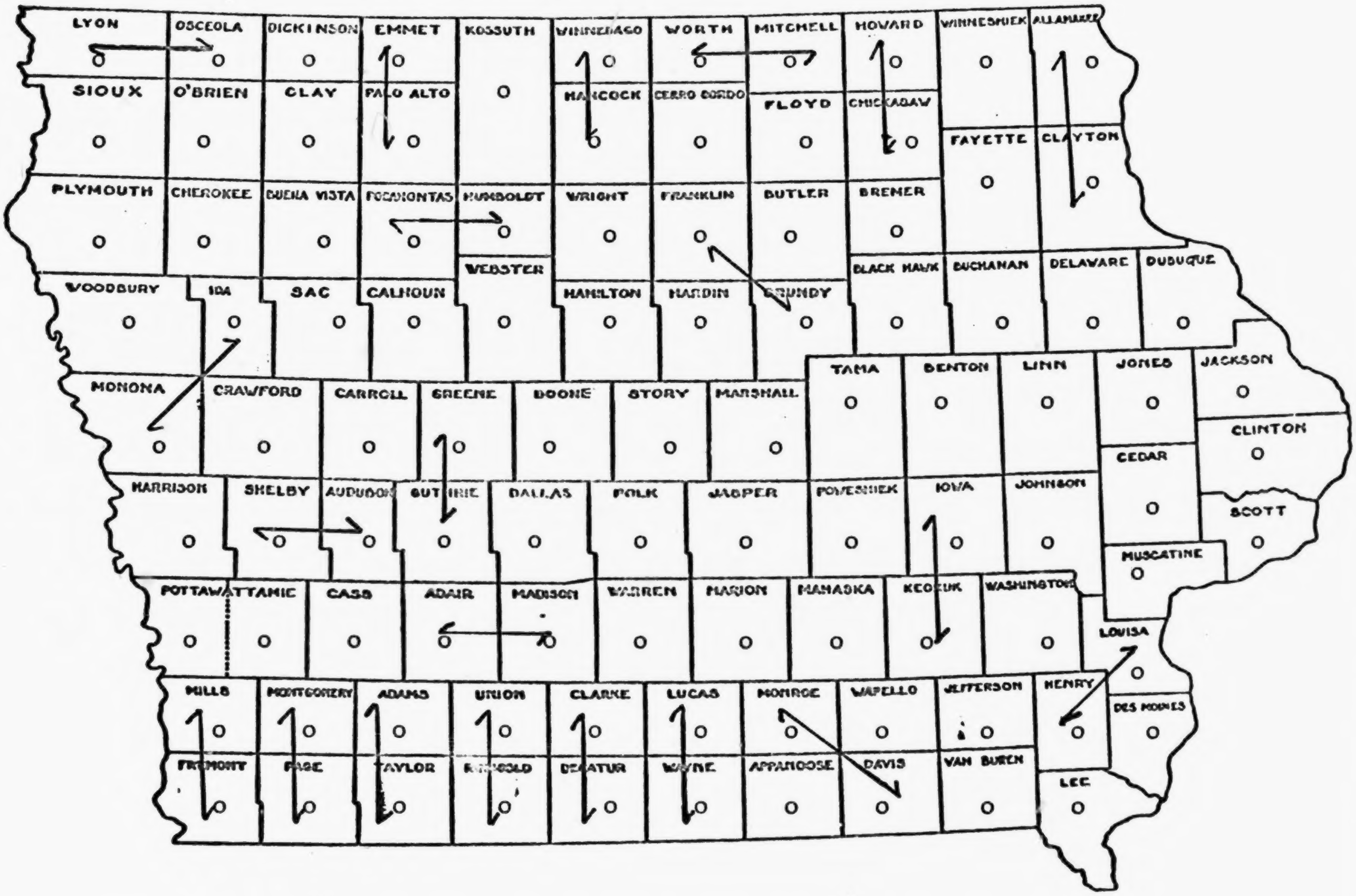
LYON
OSCEOLA
DICKINSON
EMMET
KOSSUTH
WINNEBAGO
WORTH
MITCHELL
HOWARD
WINNESHIEK
ALLAMAKEE
SIOUX
O'BRIEN
CLAY
PALO ALTO
HANCOCK
CERRO GORDO
FLOYD
CHICKASAW
FAYETTE
CLAYTON
PLYMOUTH
CHEROKEE
BUENA VISTA
POCAHONTAS
HUMBOLDT
WRIGHT
FRANKLIN
BUTLER
BREMER
WEBSTER
WOODBURY
IDA
SAC
CALHOUN
HAMILTON
HARDIN
GRUNDY
BLACK HAWK
BUCHANAN
DELAWARE
DUBUQUE
MONONA
CRAWFORD
CARROLL
GREENE
BOONE
STORY
MARSHALL
TAMA
BENTON
LINN
JONES
JACKSON
CLINTON
CEDAR
HARRISON
SHELBY
AUDUBON
GUTHRIE
DALLAS
POLK
JASPER
POWESHIEK
IOWA
JOHNSON
SCOTT
MUSCATINE
POTTAWATTAMIE
CASS
ADAIR
MADISON
WARREN
MARION
MAHASKA
KEOKUK
WASHINGTON
LOUISA
MILLS
MONTGOMERY
ADAMS
UNION
CLARKE
LUCAS
MONROE
WAPELLO
JEFFERSON
HENRY
DES MOINES
FREMONT
PAGE
TAYLOR
RINGGOLD
DECATUR
WAYNE
APPANOOSE
DAVIS
VAN BUREN
LEE

Figure 1. Counties or pairs of counties from which sample was drawn

sampling materials to be employed, the required number of segments were drawn in a random systematic manner. The distribution of the sample in terms of completed interviews is given in Table 1.

Screening

Interviews were desired from all households in the segment meeting the definition of disadvantaged, and from a sub-sample of the remaining households. A screening form was used to classify each household either as disadvantaged or non-disadvantaged, based on prescribed definition. The sub-sample was selected by the interviewers in a prescribed manner at a rate of one out of fifteen.

Treatment of Data

In each household, a responsible adult was interviewed by a professional interviewer. The interviewer completed the questionnaire. The questionnaire, Appendix C, was developed by a professional staff at Iowa State University.

For this study only certain questions from the interview questionnaire were used. They were: questions 26, 36, 37, 49 (4, 5), 50, 51, 55a, 55b, 56a, 56b, 57a, 57b, and other descriptive data.

The answers were coded for the "Dimensions of Welfare Study". This author had the desired data transferred from four data processing cards to one card, and the questions were recoded. The responses were machine tabulated by the Computation Center at the Iowa State University of Science and Technology, Ames, Iowa.

Table 1. Distribution of sample (completed interviews)

	(1)	(2)	(3)	(4)		(5)	
			Urban to 9,999	Urban, 10,000-49,999 (plus Charles City)		Urban, 50,000 and over	
Geographic stratum	Open country	Rural place	(except Charles City)	Disadvantaged area	Non-disadvantaged area	Disadvantaged area	Non-disadvantaged area
Adair and Madison	1	2	1	-	-	-	-
Adams and Taylor	4	5	-	-	-	-	-
Allamakee and Clayton	7	5	-	-	-	-	-
Appanoose	3	-	5	-	-	-	-
Audubon and Shelby	7	-	4	-	-	-	-
Benton	1	2	4	-	-	-	-
Black Hawk	11	-	2	-	1	12	15
Boone	5	3	-	4	1	-	-
Bremer	1	4	-	-	-	-	-
Buchanan	4	2	-	-	-	-	-
Buena Vista	5	7	3	-	-	-	-
Butler	2	3	-	-	-	-	-
Calhoun	1	3	-	-	-	-	-
Carroll	1	-	1	-	-	-	-

Table 1. (Continued)

Geographic stratum	(1) Open country	(2) Rural place	(3) Urban to 9,999 (except Charles City)	(4) Urban, 10,000-49,999 (plus Charles City)		(5) Urban, 50,000 and over	
				Disadvantaged area	Non-disadvantaged area	Disadvantaged area	Non-disadvantaged area
Cass	1	-	5	-	-	-	-
Cedar	5	4	-	-	-	-	-
Cerro Gordo	1	3	-	3	11	-	-
Cherokee	-	6	1	-	-	-	-
Chickasaw and Howard	13	-	2	-	-	-	-
Clarke and Decatur	5	-	4	-	-	-	-
Clay	-	-	5	-	-	-	-
Clinton	3	-	1	3	8	-	-
Crawford	-	-	1	-	-	-	-
Dallas	1	3	2	-	-	-	-
Davis and Monroe	3	-	3	-	-	-	-
Delaware	2	-	1	-	-	-	-
Des Moines	2	-	1	6	5	-	-
Dickinson	5	4	-	-	-	-	-
Dubuque	3	1	-	-	-	5	8
Emmet and Palo Alto	4	-	7	-	-	-	-

Table 1. (Continued)

	(1)	(2)	(3)	(4)		(5)	
			Urban to 9,999	Urban, 10,000-49,999 (plus Charles City)		Urban, 50,000 and over	
Geographic stratum	Open country	Rural place	(except Charles City)	Disadvantaged area	Non-disadvantaged area	Disadvantaged area	Non-disadvantaged area
Fayette	6	-	7	-	-	-	-
Floyd	4	-	-	1	3	-	-
Franklin and Grundy	2	2	2	-	-	-	-
Fremont and Mills	2	1	4	-	-	-	-
Greene and Guthrie	4	5	-	-	-	-	-
Hamilton	2	-	2	-	-	-	-
Hancock and Winnebago	4	3	-	-	-	-	-
Hardin	1	-	1	-	-	-	-
Harrison	6	6	-	-	-	-	-
Henry and Louisa	3	2	5	-	-	-	-
Humboldt and Pocahontas	3	3	-	-	-	-	-
Ida and Monona	4	2	-	-	-	-	-
Iowa and Keokuk	3	3	-	-	-	-	-

Table 1. (Continued)

Geographic stratum	(1) Open country	(2) Rural place	(3) Urban to 9,999 (except Charles City)	(4) Urban, 10,000-49,999 (plus Charles City)		(5) Urban, 50,000 and over	
				Disadvantaged area	Non-disadvantaged area	Disadvantaged area	Non-disadvantaged area
Jackson	2	-	3	-	-	-	-
Jasper	4	2	-	-	5	-	-
Jefferson and Van Buren	2	3	1	-	-	-	-
Johnson	1	2	-	2	8	-	-
Jones	-	2	1	-	-	-	-
Kossuth	6	-	-	-	-	-	-
Lee	3	1	-	4	4	-	-
Linn	5	1	-	-	3	13	18
Lucas and Wayne	5	-	3	-	-	-	-
Lyon and Osceola	2	1	4	-	-	-	-
Mahaska	2	-	-	1	1	-	-
Marion	5	-	3	-	-	-	-
Marshall	3	-	-	3	5	-	-
Mitchell and Worth	2	1	1	-	-	-	-
Montgomery and Page	3	4	5	-	-	-	-

Table 1. (Continued)

Geographic stratum	(1) Open country	(2) Rural place	(3) Urban to 9,999 (except Charles City)	(4) Urban, 10,000-49,999 (plus Charles City)		(5) Urban, 50,000 and over	
				Disadvantaged area	Non-disadvantaged area	Disadvantaged area	Non-disadvantaged area
Muscatine	-	-	-	1	2	-	-
O'Brien	1	2	-	-	-	-	-
Plymouth	2	1	3	-	-	-	-
Polk	2	-	11	1	2	46	49
Pottawattamie	1	5	2	-	-	7	13
Poweshiek	-	3	6	-	-	-	-
Ringgold and Union	4	3	2	-	-	-	-
Sac	1	-	2	-	-	-	-
Scott	1	-	-	-	4	7	19
Sioux	3	4	3	-	-	-	-
Story	9	2	-	1	6	-	-
Tama	3	1	-	-	-	-	-
Wapello	2	3	-	2	9	-	-
Warren	6	2	-	-	-	-	-
Washington	-	5	2	-	-	-	-
Webster	2	1	-	1	3	-	-
Winneshiek	2	2	-	-	-	-	-
Woodbury	8	8	-	-	-	24	16
Wright	2	-	1	-	-	-	-
Total	239	143	127	33	81	114	138

A weighing factor was used within sub-groups so the data could be expanded to the population of the state. The computer used the weighing factor and consequently, the data presented will be expanded data.

Weighing factors used were the following:

1. In the poverty area of the cities each non-disadvantaged in the sample was multiplied by 1509, and the disadvantaged by 112.
2. In the non-poverty area of the cities each non-disadvantaged was multiplied by 1952, and the disadvantaged by 163.
3. In the remainder of the state each non-disadvantaged in the sample was multiplied by 1962, and the disadvantaged by 145.

FINDINGS

According to the 1966 Iowa Vital Statistics (14), 2,745,540 people live in Iowa. This study consists of a sample of 538 disadvantaged and 247 non-disadvantaged household heads in Iowa. These data in this study have been expanded and projected to the population of heads of household under age 60 in the state. The study (30) on which this study was based found 80,000 disadvantaged households in Iowa, and 485,000 non-disadvantaged households in the state. The disadvantaged made up 14 percent of all the household heads in Iowa. Omvig (28) in a study of the Area XI Community College district in Iowa found 18 percent of all households classified disadvantaged. Table 2 presents the distribution of households by zone, and disadvantaged and non-disadvantaged.

Table 2. Distribution of households by zone and classification

Zone	Sample N	Disadvantaged Number	%	Sample N	Non-disadvantaged Number	%
Open country	150	21,900	27	72	136,400	28
Small town	85	12,300	16	33	64,500	13
Urban, small	65	11,200	14	41	85,000	18
Urban, medium	66	9,500	12	38	83,200	17
Urban, large	172	25,100	31	63	115,900	24
Total	538	80,000	100	247	485,000	100

This table indicates that more of the disadvantaged are located in the large cities over 50,000 people and in the open country.

To see why the disadvantaged were so classified, the criteria in Table 3 should be examined.

Table 3. Reason for classification disadvantaged

Criteria	Number	% of Total
Income only	30,900	39
Income and education	5,430	7
Income and unemployment	5,300	7
Income and child not in school	840	1
Income, education, unemployment	1,500	2
Education only	15,930	19
Education and unemployment	2,350	3
Employment only	16,150	20
Child not in school and unemployed	1,550	2
Total	80,000	100

Inadequate income, 39 percent, is the largest single factor which contributed to the disadvantaged classification, unemployment was second and education third. In the Area XI Community College district in Iowa, Omvig (28) discovered 38.6 percent of the disadvantaged households were classified disadvantaged on the basis of income alone as a screening criteria.

Occupations

An analysis of occupational groups in the sample indicated a close relationship to the 1960 census (34). Table 4 shows the differences

Table 4. Comparison of distribution of sample by occupation with distribution by occupation according to 1960 census

Occupation	N in sample	% in sample	% by census
Professional	63,453	11.5	10
Farmers	93,888	17.0	16
Managers	37,736	6.9	6
Clerical	32,156	5.8	10
Sales	32,521	5.9	6
Craftsman	107,405	19.5	12
Operative	90,325	16.4	18
Service	30,588	5.5	12
Laborers	62,242	11.3	7

between the census data and this study. The largest differences were in clerical where the census figure is 10 percent and this study 5.8 percent; and craftsman, census 12 percent and this study 19.5 percent; service, census 12 percent, this study 5.5 percent; and laborers census 7 percent, and this study 11.3 percent.

An interesting item in Table 5 is evident when comparing the disadvantaged and non-disadvantaged in that there is a higher percentage of non-disadvantaged in the professional, managerial, and sales occupational categories, whereas the higher percentages of disadvantaged are in occupational groups such as operatives, service and laborers. This is supported previously by Lanning (19), who states:

> It has been shown that a direct relationship exists between an adult's educational attainment, his occupation, and consequently his earnings.

Table 5. Rank of occupations by disadvantaged and non-disadvantaged

Disadvantaged	N	%	Non-disadvantaged	N	%
1. Farmers	12,615	18.2	1. Farmers	79,166	16.5
2. Operatives	7,221	10.4	2. Operatives	41,972	8.7
3. Laborers	6,732	9.7	3. Laborers	37,686	7.8
4. Vehicle op.	5,321	7.7	4. Managers	27,041	5.6
5. Construction	4,532	6.5	5. Salesmen	24,540	5.1
6. Managers	2,547	3.7	6. Teachers	21,025	4.4
7. Maintenance	2,451	3.5	7. Construction	19,425	4.0
8. Farm laborers	2,142	3.1	8. Machinists	17,730	3.7
9. Non-office	2,107	3.0	9. Vehicle op.	17,638	3.7
10. Food service	1,886	2.7	10. Foreman	17,165	3.6

The ten occupations with the largest number of people working in them are listed in Table 5 for the disadvantaged and non-disadvantaged groups. Each group had farmers, operatives, and laborers in that order as the first three occupational groups. Occupations in the disadvantaged group but not in the non-disadvantaged group were: maintenance workers, farm laborers, non-office workers, and food service workers. The disadvantaged were largely in unskilled and semi-skilled occupations. Salesmen, teachers, machinists and foremen were in the top ten non-disadvantaged occupations, but not in the disadvantaged occupations.

Table 6 indicates most of the female occupations. The limited number of females in the study prevents a realistic picture of the non-disadvantaged group. The top ten are listed. Operatives are top in both groups, but accountant and manager occupations are in the non-disadvantaged group while private household workers, health, and food service contain a large number of disadvantaged.

Table 6. Rank of occupations by females by disadvantaged and non-disadvantaged

Disadvantaged	N	%	Non-disadvantaged	N	%
1. Operatives	1,665	17.9	1. Operatives	7,520	22.8
2. Private household work	1,306	14.1	2. Accountant	3,461	10.5
			3. Managers	3,461	10.5
3. Health	598	6.4	4. Clerical	3,141	9.5
4. Food service	438	4.7	5. Technician	1,962	5.9
5. Clerical	420	4.5	6. Teachers	1,962	5.9
6. Managers	402	4.3	7. Insurance	1,952	5.9
7. Service	387	4.2	8. Medical	1,952	5.9
8. Teaching	290	3.1	9. Health	1,952	5.9
9. Salesmen	275	3.0			
10. Build. Maint.	257	2.8			

Rankings of the ten occupations for men with the largest number of workers is in Table 7. The results are similar to the total ranking in Table 5. Farmers, laborers and operatives top the list. The disadvantaged group includes occupations of maintenance workers, farm laborers, and non-office workers. The non-disadvantaged group had salesmen, teachers and foremen occupations that were not included in the disadvantaged group.

The most frequent occupations by zone or place of residence, are shown in Table 8. Farmers and farm laborers make up the largest portion of the occupations in the open country zone. In the rural place zone, the largest number of heads classified disadvantaged were in the vehicle operator, manager, and operative occupations, while the non-disadvantaged were in the construction, machinist and salesmen occupations. In the

Table 7. Male rank of occupations by disadvantaged and non-disadvantaged

Disadvantaged	N	%	Non-disadvantaged	N	%
1. Farmers	12,470	20.8	1. Farmers	79,166	17.7
2. Laborers	6,620	11.0	2. Laborers	37,686	8.4
3. Operatives	5,556	9.3	3. Operatives	34,452	7.7
4. Vehicle op.	5,320	8.9	4. Salesmen	24,540	5.5
5. Construction	4,532	7.6	5. Managers	23,580	5.3
6. Maintenance	2,306	3.8	6. Construction	19,425	4.3
7. Managers	2,145	3.6	7. Teachers	19,063	4.3
8. Farm labor	2,142	3.6	8. Machinists	17,730	4.0
9. Non-office	2,107	3.5	9. Vehicle op.	17,638	3.9
10. Machinist	1,619	2.7	10. Foreman	17,165	3.8

Table 8. Most frequent occupation by zone, disadvantaged and non-disadvantaged

Disadvantaged	N	%	Non-disadvantaged	N	%
Open country					
1. Farmers	121,180	57.9	1. Farmers	77,204	57.4
2. Farm laborer	1,450	6.9	2. Farm laborers	8,138	6.1
3. Vehicle op.	1,160	5.5	3. Operatives	5,886	4.4
4. Operatives	1,160	5.5	4. Laborers	5,886	4.4
5. Construction	1,015	4.8			
Rural place					
1. Vehicle op.	1,305	12.0	1. Construction	6,031	9.3
2. Managers	1,160	10.7	2. Machinists	5,886	9.1
3. Operatives	1,160	10.7	3. Salesmen	5,886	9.1
4. Laborers	1,015	9.3	4. Laborers	5,886	9.1
5. Construction	870	8.0	5. Clerical	5,103	7.9

Table 8. (Continued)

Disadvantaged	N	%	Non-disadvantaged	N	%
Urban, small					
1. Non-office	2,107	20.3	1. Managers	13,800	16.6
2. Construction	1,160	11.2	2. Operatives	11,917	14.4
3. Laborer	1,015	9.8	3. Teachers	9,942	12.0
4. Vehicle op.	870	8.4	4. Laborers	6,031	7.3
5. Operatives	725	7.0	5. Vehicle op. and Clerical	5,886	7.1
Urban, medium					
1. Laborers	1,314	17.5	1. Laborers	14,027	16.9
2. Operatives	1,049	14.0	2. Operatives	9,317	11.2
3. Vehicle op.	601	8.0	3. Professional	9,045	10.9
4. Maintenance	499	6.6	4. Scientists	7,093	8.5
5. Machinists	438	5.8	5. Mechanics	5,856	7.0
Urban, large					
1. Operatives	3,127	16.0	1. Operatives	12,890	11.1
2. Laborers	2,518	12.9	2. Salesmen	12,778	11.0
3. Vehicle op.	1,385	7.1	3. Managers	9,317	8.0
4. Construction	1,324	6.8	4. Teachers	7,093	6.1
5. Maintenance	937	4.8			

small urban zone non-office workers constituted 20.3 percent of the occupations of the disadvantaged, while in the non-disadvantaged group managers made up 16.6 percent of the occupations.

Occupations with the largest number of disadvantaged in the medium-sized urban zone were laborers and operatives. This was also true for the non-disadvantaged.

The large urban zone also had operatives and laborers making up the largest portion of occupations of the disadvantaged heads, while operatives and salesmen made up the largest portion of the non-disadvantaged occupations in the same zone.

Training Desired

The second portion of this study was an attempt to find out in what training the participants were interested. One hundred training categories were on the questionnaire. The adult respondent indicated a first choice of training he desired. Those retired or disabled heads of household were not used in the study. Those whose response was "don't know" were counted as a negative response. Fifty-nine percent of the total projected sample indicated further training was desired. This figure is very close to other studies. Howe (13) found 57 percent of the people in his study were interested in post high school courses in a technical, trade or vocational program for one-half to two years in length with tuition paid. Delk (7) found that 62 percent of the school parents in Crawford County, Ohio, were in favor of a thirteenth and fourteenth year program of free education for their children. Freeman (9) found 75 percent of the people in Marion County, Iowa, would attend a meeting of interest to them. This higher interest was probably because the response was made to attend a meeting and not a full course.

Van Ommeren (35) found 50 percent of both males and females were interested in post high school vocational programs to be held at a center 30 to 60 miles away for one-half to two years. Buntrock (5) resampled individuals that were in Howe's (13) and Van Ommeron's (35) studies. He found 55 percent of the males and 56 percent of the females indicated they would be interested in further job training. Dobbs (8) had a random selection of households in a non-declining community and a declining community. In his study he found 78 percent of the adults in the non-declining community, and 84 percent in the declining community expressed an interest in receiving additional training. Clarkson (6) did a study of those seeking employment in Waterloo, Iowa, at the Iowa State Employment Service. Over 90 percent of the individuals seeking employment said they would attend training for a job. Omvig's study (28) indicated 54 percent of all individuals 16 years and older out of school were interested in training.

Table 9 illustrates the desire for training by sex and by disadvantaged and non-disadvantaged groups. There is very little difference between the disadvantaged and non-disadvantaged groups in their desire for training. Both had about 59 percent interested in further training. There is some difference between the females in both groups. The females classified disadvantaged indicated four percent more interest than the non-disadvantaged. All females indicated less interest than the males. Females interested in further training were 51 percent and males 60 percent. This is contrary to Barron's (2) study made in Salt Lake County, Utah. He found women were more interested in adult education than men. Freeman (9) also found women had more interest than males.

Table 10 presents the desire for training by age, and disadvantaged, and non-disadvantaged. Training desired by both groups decreased with

Table 9. Desire for more training by sex

	Males		Females		Total	
Response	N	%	N	%	N	%
Disadvantaged						
Yes	36,237	60.5	9,845	54	46,082	59
No	23,738	39.5	8,336	46	32,074	41
Total	59,975	100.0	18,181	100	78,176	100
Non-disadvantaged						
Yes	269,304	60	18,366	49.7	287,670	59
No	178,680	40	18,601	50.3	197,281	41
Total	447,984	100	36,967	100	484,951	100
Combined						
Yes	305,541	60	28,211	51	333,752	59
No	202,418	40	26,937	49	229,355	41
Total	507,959	100	55,148	100	563,127	100

age. Mack (23) supports this part of the study. He found that older people indicated less interest in obtaining additional education than the younger people in his study made in Ithaca, New York in 1951. Barron (2) and Leagans (20) also found that interest in adult education decreased with age.

The non-disadvantaged in this study, age 20 to 39, had a higher percentage desiring training than the disadvantaged, however, the disadvantaged heads, age less than 19, and those age 50 to 59 had more desire for training than the non-disadvantaged. The 20 to 29 age group had the highest percentage desiring training. Seventy-eight percent of the disadvantaged and 84 percent of the non-disadvantaged desired training.

Table 10. Training desired by age, disadvantaged and non-disadvantaged

	19 &				Education					
Response	Less	%	20-29	%	30-39	%	40-49	%	50-59	%
Disadvantaged										
Yes	1,629	69	17,126	78	9,395	57.5	10,525	56.5	7,407	39.0
No	728	31	4,785	22	6,869	42.5	8,066	43.5	11,626	61.0
Total	2,357	100	21,911	100	16,364	100	18,591	100	19,033	100
Non-disadvantaged										
Yes	3,904	66.7	91,503	83.8	99,934	62.9	54,271	58	38,058	32
No	1,952	33.3	17,750	16.2	59,008	37.1	39,017	42	79,554	68
Total	5,856	100	109,253	100	158,942	100	93,288	100	117,612	100
Combined										
Yes	5,533	67.3	108,629	82.6	109,329	62.4	64,796	57.9	45,465	33.3
No	2,680	32.7	22,535	17.4	65,877	37.6	47,083	42.1	91,180	66.7
Total	8,213	100	131,164	100	175,206	100	111,879	100	136,645	100

For both groups combined, 82.6 percent were interested in further training. Leagans (20) in his study found those under 35 were most interested in more training. London (21) in a California survey found that adult interests were to some extent affected by the age of adults. Expressed interests and participation in manual skills ran highest among men from 20 to 39 years of age. Expressed interest in hobbies, reached its highest point during the fifties.

Training by education is reported in Table 11. In both the disadvantaged and non-disadvantaged groups the desire for training increases in relation to the amount of formal education. The more education an individual had the more interest he had in getting additional training. Mack (23), Leagans (20), Barron (2) and Freeman (9) had similar results in their studies.

When grouped by education, the disadvantaged had a higher percentage interested in additional training in each education category. The highest interest was shown by the disadvantaged group with some college training. Eighty-four percent desired further training. Only 34.7 percent of the disadvantaged with less than an 8th grade education, and the non-disadvantaged with only an 8th grade education desired further training.

Data in Table 12 report training desired by zone. When both disadvantaged and non-disadvantaged groups were combined, the open country zone had 58.2 percent interested in training. When combined, very little difference between zones was evident. More differences were illustrated by the disadvantaged by zone. Those in open country (51.7%) and rural places up to 2,500 (53.1%) had less interest than disadvantaged in the urban areas larger than 2,500; however, the disadvantaged in urban

Table 11. Training desired by education, disadvantaged and non-disadvantaged

	Highest education achieved											
Response	0-7	%	8th	%	9-11	%	12th	%	13-15	%	16+	%
Disadvantaged												
Yes	3,372	34.7	8,250	54.6	14,965	60	15,657	71.4	3,838	84	0	0
No	6,333	65.3	6,847	45.4	9,955	40	7,667	32.6	725	16	435	100
Total	9,705	100	15,097	100	24,920	100	23,324	100	4,563	100	435	100
Non-disadvantaged												
Yes	0	0	27,265	34.7	30,428	50.7	139,616	60.8	46,878	75.7	43,483	78.7
No	0	0	51,155	65.3	29,503	49.3	89,896	39.2	14,985	24.3	11,743	21.3
Total	0	0	78,420	100	59,931	100	229,512	100	61,863	100	55,225	100
Combined												
Yes	3,372	34.7	35,515	38	45,393	53.5	155,273	61.4	50,716	76.3	43,483	78.1
No	6,333	65.3	58,002	62	39,458	46.5	97,563	38.6	15,710	23.7	12,177	21.9
Total	9,705	100	93,517	100	84,851	100	252,836	100	66,426	100	55,660	100

Table 12. Training desired by zone, disadvantaged and non-disadvantaged

	Zone									
Response	Open country N	%	Rural place N	%	Small urban N	%	Medium urban N	%	Large urban N	%
Disadvantaged										
Yes	11,020	51.7	6,380	53.7	7,617	68.6	5,877	63.8	15,188	61.6
No	10,295	48.3	5,510	46.7	3,480	31.4	3,341	36.2	9,448	38.4
Total	21,315	100	11,890	100	11,097	100	9,218	100	24,636	100
Non-disadvantaged										
Yes	80,732	59.2	39,662	61.5	51,566	60.7	48,519	58.3	67,191	58
No	55,622	40.8	24,868	38.5	33,354	39.3	34,693	41.7	48,744	42
Total	136,354	100	64,530	100	84,920	100	83,212	100	115,935	100
Combined										
Yes	91,752	58.2	46,042	60.2	59,183	61.6	54,396	58.9	82,379	58.6
No	65,917	41.8	30,378	39.8	36,834	38.3	38,034	41.1	58,192	41.4
Total	157,669	100	76,420	100	96,017	100	92,430	100	140,571	100

zones over 2,500 showed more interest than the non-disadvantaged in the same zones.

Figures in Table 13 disclose training desired by occupational group. The professional occupations show the highest interest in additional training. The disadvantaged have 75 percent and non-disadvantaged have 87.5 percent in the professional group interested in more training. Lowest interest is indicated by farmers. This is contrary to Freeman's (9) study. He found farmers had the highest interest index of all the residents of Marion County, Iowa.

Farm laborers had more interest, about 75 percent of both the disadvantaged and non-disadvantaged desired training. All of the disadvantaged occupational groups except professional, operatives, and farm laborers had a higher percentage interested in training than did the non-disadvantaged. The disadvantaged in clerical occupations had a high desire (91%) for training. Barron (2) also found this to be true. He found workers in the clerical, sales, unskilled, professional, managerial and agricultural groups were more interested in training than workers in other occupational groups.

The next part of this study ranks the training desired by numbers of individuals interested in them. Table 14 presents training most frequently mentioned and the number and percent of individuals interested in them.

Those selecting some college course such as liberal arts or indicated they desired a college degree not specifying a particular area, were placed in the "college" category. Those desiring to finish high school, or get a high school equivalency were placed in the "not college"

Table 13. Training desired by occupation, disadvantaged and non-disadvantaged

Response	Prof	%	Farm	%	Mgrs	%	Cler	%	Sales	%	Craft	%	Oper	%	Serv	%	Farm lab	%	Lab	%
Disadvantaged																				
Yes	402	75	6235	50	1855	56	3932	91	1308	62	6506	55	7977	53	5691	68	1707	75	6119	74
No	290	25	6090	49	1453	44	402	9	797	38	5354	45	7110	47	2617	31	580	25	2148	26
Total	538		12325		3308		4334		2105		11860		15086		8308		2287		8267	
Non-disadvantaged																				
Yes	54933	87	39240	48	14846	43	16732	60	18674	61	50899	53	49380	66	12798	57	6176	76	22030	50
No	7828	12	41888	52	19590	67	11091	40	11742	39	44646	47	25568	34	9482	43	1962	24	21522	49
Total	62761		81128		34436		27823		30416		95545		74948		22280		8138		43552	

Table 14. Training most frequently desired by those interviewed

Training	N	%	Training	N	%
1. Metal work	29,364	8.8	13. LPN	8,292	2.5
2. Teaching	26,748	8.0	14. Banking	8,273	2.5
3. Mechanics	25,131	7.5	15. Pilot & related	7,973	2.4
4. Electronic mechanics	21,723	6.5	16. Radio & TV	7,683	2.3
5. Not college	14,992	4.5	17. Medicine	7,606	2.3
6. Draftsman	12,900	3.9	18. Machinist	7,212	2.2
7. Managerial	11,617	3.5	19. Crop production	7,036	2.1
8. Salesmen	11,347	3.4	20. Tool & die	6,339	1.9
9. College	9,790	2.9	21. Farm management	6,321	1.9
10. Engineering	9,620	2.9			77.6
11. Horticulture	9,345	2.8			
12. Construction	9,179	2.8			

group. Some of those in the "not college" category just desired a course, but most of them wanted to get training that would enable them to finish high school.

Four and one-half percent of the heads (14,992) desired to finish high school, and 9,790 or 2.9 percent wanted to go to college.

Training in metal work is the highest, 88 percent, followed by teaching 8.8 percent, mechanical 7.5 percent, electronics mechanics 6.5 percent, and draftsmen 3.9 percent. A high degree of interest in these five types of training makes up one-third of all the training in which interest was shown. The 21 different kinds of training in Table 14 represent roughly 75 percent of all the training desired by those heads of households that desire training in the state. In a recent study by Omvig (28) teaching was the training most desired.

Males and female heads were most frequently interested in training presented in Table 15.

Table 15. Male and female training most frequently mentioned

Males Training	N	%	Females Training	N	%
1. Metal work	29,364	9.6	1. LPN	8,068	28.6
2. Mechanics	25,131	8.2	2. Social work	4,189	14.8
3. Teaching	25,094	8.2	3. Office machines	2,588	9.2
4. Electronics mechanics	21,723	7.1	4. Computer program	2,107	7.5
5. Not college	14,768	4.8	5. Accounting	1,952	6.9

The same occupations as the total group are top choices by the males. They are metal work, mechanics, teaching, and electronics mechanics. These results are very close to Van Ommeren (35) who found adult males most interested in auto mechanics, business education, vocational agriculture, welding, and electricity. Howe (13) in his study found males most interested in auto mechanics, electricity, welding and drafting. Some of the subjects Freeman (9) found of most interest by men were welding and electrical wiring. Omvig's study (28) closely agrees with this one because he found the disadvantaged had mechanics and metal work as first and second choice of training desired.

Interest in training by both disadvantaged and non-disadvantaged females appears in Table 15. Licensed practical nurse (LPN), social work, office machines, computer programming and accounting are the women's top choices. LPN, business education, and cosmotology were training in which females had most interest in Van Ommeren's study (35). Love (22) found women were most interested in sewing, dress making, home decorating, flower gardening, personality development, and secretarial training. Women were also interested in different topics in Freeman's (9) study. Topics in his study most frequently chosen by women were: planning family meals, flowers, understanding our children, and advanced sewing.

To closer analyze training desired by disadvantaged and non-disadvantaged males, figures in Table 16 are presented.

Table 16. Training most frequently selected by males

Disadvantaged Training	N	%	Non-disadvantaged Training	N	%
1. Mechanics	7,966	22.0	1. Metal work	26,687	9.9
2. Draftsmen	2,947	8.1	2. Teaching	24,949	9.3
3. Metal work	2,677	7.4	3. Electronics mechanics	19,590	7.3
4. Electronics mechanics	2,133	5.9	4. Mechanic	17,165	6.4
5. Not college	1,894	5.2	5. Not college	12,874	4.8
6. Radio & TV	1,807	5.0	6. Managerial	11,309	4.2
7. Construction	1,196	3.3	7. Draftsmen	9,953	3.7
8. Crop production	1,160	3.2	8. Horticulture	9,055	3.4
9. Salesmen	1,145	3.2	9. Engineering	9,055	3.4
10. Heavy equipment	1,094	3.0	10. Construction	7,983	3.0

Twenty-two percent of the disadvantaged group desire training in mechanics. Draftsmen, metal work and electronics were also some of the first choices. The non-disadvantaged had metal work as a top choice. Teaching, electronics mechanic, and mechanic were also selected more often than other types of training.

In the ten top training desired groups, the disadvantaged tended to select occupational training in the semi-skilled or skilled area.

Inspection of Table 17 reveals interest disadvantaged and non-disadvantaged females have in training.

Table 17. Training most frequently selected by females

Disadvantaged			Non-disadvantaged		
Training	N	%	Training	N	%
1. LPN	2,655	27.0	1. LPN	5,413	29.5
2. Secretary	1,260	12.8	2. Social work	3,914	21.3
3. Clerk	985	10.0	3. Computer program	1,962	10.7
4. Cosmotology	644	6.5	4. Office machines	1,962	10.7
5. Office machines	626	6.4	5. Accounting	1,952	10.6
6. Salesmen	402	4.1	6. Teaching	1,509	8.2
7. Teacher aid	369	3.7	7. Nursing	1,509	8.2
8. Postal clerk	290	2.9	8. Secretary	145	.8
9. Social work	275	2.8			
10. Machinist	257	2.6			

Both groups in Table 17 have LPN training at the top and it is preferred by over 25 percent of those desiring training. The disadvantaged females desire training in secretarial, clerical, cosmotology and office machines, while the non-disadvantaged selected social work, computer programming, office machines and accounting.

Another aspect was the training desired by zone. When both disadvantaged and non-disadvantaged groups were combined, Table 18 was the result.

Table 18. Combined training of most interest by zone

Training	N	%	Training	N	%
Open country			Rural place		
1. Metal work	18,818	20.5	1. Salesmen	6,321	13.7
2. Mechanic	8,931	9.7	2. Woodworking	4,069	8.8
3. Electronics mechanics	8,283	9.0	3. Managerial	4,069	8.8
4. Farm management	6,321	6.9	4. Ministry	3,990	8.7
5. Teaching	6,176	6.7	5. Teaching	3,990	8.7
Urban, small			Urban, medium		
1. Teaching	7,980	13.5	1. Engineering	7,093	13.0
2. Draftsman	6,176	10.4	2. Horticulture	7,093	13.0
3. Not college	4,280	7.2	3. Mechanics	6,620	12.2
4. Medicine	4,135	7.0	4. Artificial Insem.	4,710	8.7
5. Banking	4,069	6.9	5. Metal work	4,291	7.9
Urban, large					
1. Teaching	8,602	10.4			
2. Mechanic	6,313	7.7			
3. Electronics mechanics	5,004	6.1			
4. Not college	4,757	5.8			
5. Draftsman	4,128	5.0			

Those in open country desired metal work, mechanical, and electronics mechanics training. In zone "rural place", salesmen, woodworking, and managerial were the first three choices. There were some differences in the urban zones. The small urban had teaching, draftsmen and medicine in that order. Engineering, horticulture and mechanics were top choices in the medium size urban towns. In the large urban zones, over 50,000 people, teaching was first choice followed by mechanics and electronics mechanics.

A closer look at Table 19 reveals the training desired by zone for disadvantaged and non-disadvantaged. Mechanical training is desired by the largest percentage in all zones except in the small urban zone, size 2,500 to 9,999. There draftsmen is first and mechanics is second.

Table 19. Training most frequently selected by zone

Disadvantaged Training	N	%	Non-disadvantaged Training	N	%
Open country					
1. Mechanic	3,045	27.6	1. Metal work	17,803	22.1
2. Metal work	1,015	9.2	2. Electronics	7,848	9.7
3. Crop production	870	7.9	3. Mechanic	5,886	7.3
4. Radio & TV	580	5.3	4. Farm management	5,886	7.3
			5. Teaching	5,886	7.3
Rural place					
1. Mechanic	580	9.1	1. Salesmen	5,886	14.8
2. Secretary	580	9.1	2. Woodworking	4,069	10.3
3. Salesmen	435	6.8	3. Teaching	3,990	10.1
4. Metal work	435	6.8	4. Ministry	3,990	10.1
5. Heavy equipment	435	6.8	5. Managerial	3,924	9.9

Table 19. (Continued)

Disadvantaged Training	N	%	Non-disadvantaged Training	N	%
Small urban					
1. Draftsmen	2,252	29.6	1. Teaching	7,980	15.5
2. Mechanic	725	9.5	2. Not college	3,990	7.7
3. Salesmen	435	5.7	3. Banking	3,924	7.6
			4. Draftsmen	3,924	7.6
			5. Electronics	3,924	7.6
			6. College	3,924	7.6
Medium urban					
1. Mechanic	764	13.0	1. Engineering	7,093	14.6
2. LPN	611	10.4	2. Horticulture	7,093	14.6
3. Clerk	438	7.5	3. Mechanics	5,856	12.1
4. Metal work	387	6.6	4. Artificial insem.	4,710	9.7
5. Cosmotology	387	6.6	5. Metal work	3,940	8.0
6. Not college	387	6.6			
Large urban					
1. Mechanic	2,852	18.8	1. Teaching	8,602	12.8
2. LPN	1,833	12.1	2. Draftsmen	3,904	5.8
3. Electronics mechanics	1,100	7.2	3. Electronics	3,904	5.8
4. Radio & TV	937	6.2	4. Computer program	3,904	5.8
5. Secretary	825	5.4	5. Mechanic	3,461	5.2
			Managerial	3,461	5.2

For non-disadvantaged each zone has a different preference. Metal work is preferred in the open country, salesmen preferred in rural place, teaching in small urban and large urban, and engineering in the medium sized urban town.

When training desired is divided into disadvantaged and non-disadvantaged groups, Table 20 is the result. Mechanics, draftsmen, and LPN were the first three choices of the disadvantaged. Metal work, teaching and electronics made up the largest portion selected by the non-disadvantaged.

Table 20. Training desired by disadvantaged and non-disadvantaged

Disadvantaged			Non-disadvantaged		
Training	N	%	Training	N	%
1. Mechanic	7,966	17.3	1. Metal work	26,687	9.3
2. Draftsmen	2,947	6.4	2. Teaching	26,458	9.2
3. LPN	2,879	6.2	3. Electronics	19,590	6.8
4. Metal work	2,677	5.8	4. Mechanics	17,165	6.0
5. Electronics mechanics	3,133	4.6	5. Not college	12,874	4.5
6. Not college	2,118	4.6	6. Managerial	11,309	3.9
7. Radio & TV	1,807	3.9	7. Draftsmen	9,953	3.5
8. Secretary	1,550	3.4	8. Salesmen	9,800	3.4
9. Salesmen	1,547	3.4	9. College	9,337	3.2
10. Construction	1,196	2.6	10. Horticulture	9,055	3.1
11. Crop production	1,160	2.5	11. Engineering	9,055	3.1

Table 21 is presented to see if those individuals desiring training would prefer training related to their occupational group. Most of the professional people in the disadvantaged and non-disadvantaged groups desired training related to their occupational group.

Table 21. Training desired by occupational group, disadvantaged and non-disadvantaged

Disadvantaged			Non-disadvantaged		
Training	N	%	Training	N	%
Professional					
1. Cosmotology	145	36.0	1. Teaching	21,025	38.0
2. Horticulture	145	36.0	2. Engineering	9,055	16.0
3. Electronics mechanics	112	28.0	3. Horticulture	7,093	13.0
Farmers					
1. Mechanics	1,595	25.0	1. Metal work	11,772	30.0
2. Metal work	1,015	16.0	2. Mechanic	5,886	15.0
3. Construction	435	7.0	3. Machinist	3,924	10.0
Managers & Proprietors					
1. Salesmen	420	22.6	1. Not college	3,990	26.9
2. Merchandising	308	16.6	2. Supervisory	3,924	26.0
			3. Banking	1,962	13.0
Clerical and kindred					
1. Draftsmen	1,962	49.9	1. Accounting	3,904	23.0
2. Secretary	308	7.8	2. Horticulture	1,962	11.0
3. Clerk	257	6.5	3. Construction	1,962	11.0
Salesmen					
1. Salesmen	290	22.2	1. Salesmen	7,838	42.0
2. Mechanic	163	12.5	2. Accounting	1,962	10.5
3. Accounting	145	11.0	3. Office machines	1,952	10.5

Table 21. (Continued)

Disadvantaged Training	N	%	Non-disadvantaged Training	N	%
Craftsman and kindred					
1. Mechanic	1,018	15.0	1. Supervisory	5,876	11.5
2. Not college	779	12.0	2. Electronics mechanics	5,876	11.5
3. Metal work	746	11.5	3. Mach. tool & die	5,433	10.7
4. Electronics mechanics	746	11.5			
Operative and kindred					
1. Mechanic	2,166	27.0	1. Metal work	7,385	15.0
2. Not college	662	8.3	2. Mechanic	5,423	11.0
3. Radio & TV	644	8.1	3. Banking	3,914	7.9
Service					
1. LPN	919	16.1	1. Not college	3,471	27.1
2. Secretary	565	9.9	2. Teaching	1,962	15.3
3. Mechanic	420	7.4	3. Mechanics	1,962	15.3
			LPN	1,962	15.3
Farm laborers					
1. Mechanic	435	25.5	1. Farm management	1,962	31.8
2. Crop farming	290	17.0	2. Gunsmith	1,962	31.8
3. Metal work	257	15.0	3. Electronics mechanics	1,962	31.8
Laborers					
1. Mechanic	1,749	28.6	1. Artificial insem.	4,710	21.0
2. Construction	616	10.1	2. Electronics mechanics	3,914	17.0
3. Radio & TV	420	6.9			

The farmers in both groups desire training in mechanics and metal work. Very little interest in either group was demonstrated in farm management or crop production. The training desired by the largest number in each occupational group differed between disadvantaged and non-disadvantaged groups. Salesmen desired sales training in both disadvantaged and non-disadvantaged groups as their first choice.

Portrayed in Table 22 is the combined disadvantaged and non-disadvantaged training desired by age.

Table 22. Training most frequently desired by age

Training	N	%	Training	N	%
Less than 19			Age 20 to 29		
1. Not college	2,115	38.5	1. Teaching	9,489	8.7
2. Office machine	1,952	35.3	2. Draftsmen	8,541	7.9
3. Mechanics	387	7.0	3. Electronics mechanics	7,401	6.8
4. Secretary	308	5.6	4. Mechanics	7,119	6.6
5. Commercial art	224	4.0	5. Metal work	6,194	5.7
Age 30 to 39			Age 40 to 49		
1. Metal work	16,045	14.7	1. Mechanic	9,393	14.5
2. Electronics mechanics	10,118	9.3	2. Teaching	7,383	11.4
3. Not college	7,265	6.6	3. Metal work	4,616	7.1
4. Horticulture	7,238	6.6	4. Not college	4,301	6.6
5. Teaching	5,886	5.4	5. Woodworking	4,232	6.5
Age 50 to 59					
1. Engineering	7,093	15.6			
2. Radio & TV	4,204	9.2			
3. Electronics mechanics	4,059	8.9			
4. Teaching	3,990	8.8			
5. Mechanics	2,542	5.6			

The young people age 19 and less desire training in a non-college area. Most of it is in the semi-skilled training. Teaching and draftsmen were first and second choices of those in the 20 to 29 age range. Metal work and electronics mechanics were chosen by the 30 to 39 year olds. The 40 to 49 age group selected mechanics and teaching. The oldest age group chose engineering, and radio and TV repair as their first and second choices. Table 23 breaks the training desired by age into the disadvantaged and non-disadvantaged groups.

Table 23. Training desired by age, disadvantaged and non-disadvantaged

Disadvantaged			Non-disadvantaged		
Training	N	%	Training	N	%
Age 19 or less					
1. Mechanic	387	23.8	1. Office machine	1,952	50.0
2. Secretary	308	18.9	2. Not college	1,952	50.0
3. Commercial	224	13.8			
Age 20 to 29					
1. Mechanic	3,659	21.4	1. Teaching	9,489	10.4
2. Electronics mechanics	1,535	9.0	2. Draftsmen	7,991	8.7
			3. Electronics mechanics	5,866	6.4
Age 30 to 39					
1. Mechanics	1,776	18.9	1. Metal work	15,368	15.4
2. LPN	868	9.2	2. Electronics mechanics	9,810	9.8
3. Metal work	677	7.2	3. Horticulture	7,093	7.1

Table 23. (Continued)

Training	N	%	Training	N	%
Age 40 to 49					
1. Mechanic	1,565	14.9	1. Mechanic	7,828	14.4
2. LPN	1,092	10.4	2. Teaching	7,093	13.0
3. Metal work	692	6.6	3. Medicine	3,990	7.4
Age 50 to 59					
1. Draftsmen	2,107	28.4	1. Engineering	7,093	18.6
2. Mechanic	580	7.8	2. Teaching	3,990	10.5
3. Metal work	547	7.4	3. Radio & TV	3,914	10.3

The first choice by age in each group is different in the disadvantaged and non-disadvantaged groups. The 40 to 49 age group's choice was the same in both groups and had mechanics as first choice. Professional training such as teaching and engineering are more evident in the non-disadvantaged group.

Information in Table 24 combines training of disadvantaged and non-disadvantaged by education. Those with less than an 8th grade and those with an 8th grade education desire training in mechanics and metal work as their first and second choices. Metal work is again the first choice of those with a 9th to 11th grade education, and those with a 12th grade education. Drafting is the first choice of those in the 13 to 15 year education group, while those with 16 years or over prefer training in teaching.

A search of Table 25 reveals there are some differences between disadvantaged and non-disadvantaged in training desired by education.

Table 24. Training desired by education, combined disadvantaged and non-disadvantaged

Training	N	%	Training	N	%
Less than 8th grade			8th grade		
1. Mechanics	1,000	29.7	1. Mechanics	6,077	17.1
2. Metal work	453	13.4	2. Not college	5,586	15.7
3. Crop farming	435	12.9	3. Metal work	3,331	9.4
4. Machinist	224	6.6	4. Radio & TV	2,354	6.6
5. Not college	224	6.6	5. Electronics mechanics	2,252	6.3
9th to 11th grade			12th grade		
1. Metal work	9,604	21.1	1. Metal work	15,976	10.3
2. Mechanics	6,246	13.8	2. Electronics mechanics	12,574	8.1
3. Crop farming	4,359	9.6	3. Mechanics	10,299	6.6
4. Electronics mechanics	2,400	8.1	4. Construction	8,418	5.4
5. Not college	2,950	6.5	5. Banking	8,128	5.2
13 to 15 years			16 or more years		
1. Draftsmen	5,886	11.6	1. Teaching	21,025	48.4
2. College	5,576	11.0	2. Horticulture	7,093	16.3
3. Artificial insem.	4,710	9.3	3. Medicine	3,990	9.2
4. Electronics mechanics	4,352	8.6	4. Ministry	3,990	9.2
5. Teaching	4,214	8.3			

Table 25. Training desired by education, disadvantaged and non-disadvantaged

Disadvantaged			Non-disadvantaged		
Training	N	%	Training	N	%
Less than 8th grade					
1. Mechanic	1,000	29.7	No respondents		
2. Metal work	453	13.4			
3. Crop farming	435	12.9			
8th grade					
1. Mechanic	2,163	26.2	1. Not college	5,423	20.0
2. Metal work	453	13.4	2. Mechanic	3,914	14.0
3. LPN	560	6.8	3. Metal work	2,107	7.7
9th to 11th grade					
1. Mechanic	2,332	15.6	1. Metal work	9,347	30.7
2. Not college	1,441	9.6	2. Mechanic	3,924	12.9
3. LPN	1,161	7.8	3. Crop production	3,914	12.9
12th grade					
1. Mechanic	2,471	15.8	1. Metal work	15,233	10.9
2. Secretary	1,242	7.9	2. Electronics mechanics	11,752	8.4
3. Clerk	1,130	7.2			
13 to 15 years					
1. Draftsmen	1,962	51.0	1. College	5,413	11.5
2. Electronics mechanics	438	11.4	2. Artificial insem.	4,710	10.0
3. Teaching	290	7.6	3. Teaching	3,924	8.4
16 or more years					
No respondents			1. Teaching	21,025	48.0
			2. Horticulture	7,093	16.0
			3. Medicine	3,990	9.2
			Ministry	3,990	9.2

Willingness to Attend Training

Another part of this study was an attempt to find out if those desiring training would actually attend, if training was held at different times and, if a cost was involved for the desired training. Those 59 percent desiring training, 315 disadvantaged and 142 non-disadvantaged were used in this part of the study. Again weighing factors were automatically used to get expanded figures to the state.

This was the question asked. Would the head of household attend training:

1. If it was held at night in this town or community and free.
2. If it was held in the daytime in this town and community and free.
3. If it was held in the daytime in this town or community and cost $1.00 per session hour (3 hours per week for 24 weeks).
4. If it was held at night in this town or community and cost $1.00 per session hour (3 hours per week for 24 weeks).
5. If he were given time off from the job and a full pay allowance (cost of training paid by trainee).

A study of Table 26 indicated the percentages of disadvantaged who will attend training by sex if certain criteria are met. The males have the highest desire for training when it is at night and free, 91.1 percent would attend, second choice was when time off and full pay is given (90.7%). The females prefer time off and full pay (94.6%). When training is held during the day and has a cost the least percentage of both sexes would attend. It appears the women are more willing to attend

Table 26. Disadvantaged by sex who will attend training if certain criteria are met

Criteria	Males N	Males %	Females N	Females %
Night & free	32,068	91.9	8,089	87.3
Day & free	11,063	31.6	7,116	73.5
Day & cost	8,867	25.4	4,362	45.1
Night & cost	25,381	73.7	5,205	53.7
Time off & pay	27,576	90.7	5,933	94.6

during the day than are men.

Shown in Table 27 is a breakdown of disadvantaged and non-disadvantaged by education who will attend training if certain criteria are met.

Table 27. Disadvantaged and non-disadvantaged by education who will attend training if certain criteria are met

	Years of Formal Education					
Criteria	7th	8th	9 to 11	12th	13 to 15	16 and more
Disadvantaged						
Night & free	95.3	92.7	85.9	90.1	100.0	
Day & free	33.9	38.7	40.9	45.9	28.2	
Day & cost	18.7	29.3	30.3	33.7	19.8	
Night & cost	56.8	74.3	66.2	67.8	87.7	
Time off & pay	80.0	91.0	93.6	90.0	95.7	
Non-disadvantaged						
Night & free		92.2	93.1	94.5	88.0	62.9
Day & free		14.4	18.3	30.0	49.7	39.2
Day & cost		7.2	17.8	29.9	49.7	22.8
Night & cost		63.3	67.2	85.0	92.3	62.9
Time off & pay		81.7	83.0	90.6	100.0	79.2

All education groups that were disadvantaged except the 9 to 11 year of education group prefer night meetings that are free. The 9 to 11 year of education group prefer night off with pay. Those non-disadvantaged with 13 or more years education preferred time off and pay. The percentages in both disadvantaged and non-disadvantaged desiring training at every criteria tended to increase with education. There was a reduction in the non-disadvantaged desiring training when education was 16 years or more. None of the disadvantaged fell in that group. Other studies by Mack (23), Delk (7), Freeman (9), Dobbs (8), and Buntrock (5) indicate evening meetings were preferred by adults desiring further training.

Table 28 shows percentages by age groupings, those who will attend training if certain criteria are met.

Table 28. Disadvantaged and non-disadvantaged by age who will attend training if certain criteria are met

	Age				
Criteria	Less 19	20 to 29	30 to 39	40 to 49	50 to 59
Disadvantaged					
Night & free	77.3	89.6	95.3	88.4	91.9
Day & free	50.5	38.6	32.8	53.1	35.4
Day & cost	37.3	32.0	23.3	35.8	21.5
Night & cost	67.3	73.5	62.5	64.9	74.4
Time off & pay	100.0	93.3	82.8	91.9	94.8
Non-disadvantaged					
Night & free	100.0	89.8	90.6	82.7	84.6
Day & free		37.0	34.7	25.7	24.5
Day & cost		34.7	30.1	18.9	25.9
Night & cost	100.0	83.1	76.1	78.1	74.8
Time off & pay	100.0	98.0	88.5	72.9	83.0

The results in Table 28 are similar to those in Table 27. Free night meetings are preferred by most ages, and time off with pay rates high. The disadvantaged indicate more interest in the 40 to 60 age groups than the non-disadvantaged. Interest even tends to increase with age in the disadvantaged group. This is contrary to several studies which were cited earlier. The non-disadvantaged group did have less interest with increasing age.

To see if there are differences between zones Table 29 reveals training desired by disadvantaged and non-disadvantaged.

Table 29. Disadvantaged and non-disadvantaged by zone who will attend training if certain criteria are met

	Zone					
Criteria	Open country %	Rural place %	Small urban %	Medium urban %	Large urban %	Ave. %
Disadvantaged						
Night & free	91.8	92.9	90.3	91.3	87.9	90.8
Day & free	24.3	60.5	36.9	48.1	43.3	42.6
Day & cost	19.2	45.2	25.2	36.5	30.4	31.4
Night & cost	67.6	76.2	72.3	73.3	64.8	70.8
Time off & pay	83.7	90.6	95.8	100.0	90.4	92.1
Average	57.3	73.0	64.1	69.8	63.3	
Non-disadvantaged						
Night & free	89.8	100.0	95.9	82.3	77.8	89.1
Day & free	29.9	36.6	23.4	39.5	32.2	32.2
Day & cost	23.0	31.4	25.0	28.9	35.2	28.7
Night & cost	74.5	94.2	91.8	74.5	69.5	80.9
Time off & pay	82.2	94.2	91.5	100.0	80.4	89.6
Average	59.8	71.2	65.5	65.0	59.0	

The disadvantaged in zone "rural place", with population less than 2,500, consistently had a higher interest irrespective of when the training was held. The open country and rural place in both groups preferred night meetings that were free. Urban places larger than 5,000 preferred training if time off was given from the job and full pay was received. Those in the disadvantaged group in the open country zone had the least interest. While in the non-disadvantaged group, the open country and large urban zones over 50,000 had the least interest. An over-all examination when disadvantaged and non-disadvantaged are combined reveals that time off with pay is preferred by 90.8 percent, then night and free 89.9 percent, and night with cost 75.8 percent, day and cost 37.4 percent and last, day and cost 30 percent. The cost did have some effect on the percentage of disadvantaged who would attend, but the rank was the same as the non-disadvantaged group.

Table 30 has occupational groups and the training they desired. Disadvantaged farmers indicate the least amount of interest when the meetings are held during the day with a cost. In the non-disadvantaged group the craftsmen show the least interest when meetings are held during the day and have a cost.

To see if those classified disadvantaged because of education would have a higher percentage willing to attend training if training meetings meet certain criteria, Table 31 is presented. Those classified disadvantaged because of income are also compared. The total disadvantaged have a stronger desire than non-disadvantaged as indicated by percentages of those desiring training irrespective of when the training is held.

Table 30. Disadvantaged and non-disadvantaged by occupation who will attend training if certain criteria are met

					Occupations					
Response	Prof %	Farm %	Mgrs %	Cler %	Sales %	Craft %	Oper %	Serv %	Farm %	Lab %
Disadvantaged										
Night & free	100.0	90.5	92.2	89.3	100.0	89.8	91.8	88.7	100.0	91.8
Day & free	--	21.4	39.1	22.5	45.7	31.1	36.2	63.9	32.0	35.2
Day & cost	--	16.7	17.0	16.8	45.7	24.9	31.3	48.4	32.0	22.3
Night & cost	100.0	70.7	76.5	82.3	91.4	73.0	72.6	70.7	74.5	62.6
Time off & pay	100.0	78.9	88.9	95.7	91.4	86.0	96.4	94.1	83.0	92.3
Non-disadvantaged										
Night & free	74.2	83.3	100.0	100.0	81.5	100.0	83.8	84.7	100.0	99.3
Day & free	34.5	31.6	63.4	11.7	46.9	19.2	36.5	30.6	--	30.3
Day & cost	21.6	27.8	63.4	23.3	46.9	12.5	40.3	15.3	--	30.3
Night & cost	70.3	66.7	100.0	88.3	55.9	83.3	88.1	57.6	100.0	90.4
Time off & pay	83.5	75.0	100.0	67.5	100.0	86.9	100.0	84.7	100.0	99.2

Table 31. Those classified disadvantaged because of income and education who will attend if certain criteria are met

Criteria	All Non-dis %	 Dis %	Disadvantaged because of Income %	 Education %
Night & free	89.1	90.8	94.3	90.7
Day & free	32.3	42.6	57.6	34.5
Day & cost	28.7	31.4	42.6	28.0
Night & cost	80.9	70.8	64.2	71.3
Time off & pay	89.6	92.1	94.0	92.8
Sample N	538.0	247.0	178.0	104.0

However, when there is a cost at night, less interest is shown by the disadvantaged.

Those classified disadvantaged by income have even more desire for training than all the disadvantaged together. Night meetings with cost again have received less interest. Money may be a problem. Those classified disadvantaged because of education exhibited the same or less interest than all the disadvantaged.

Material Possessions and Communication Items

Mass media is used in adult education. To see if the disadvantaged and non-disadvantaged have similar possessions related to mass media, Table 32 is presented. The table illustrates in percentages by zones those that do not have the possession. Both groups appear to have about the same number of televisions and radios. There are fairly large differences in the other mass media possessions between disadvantaged and non-disadvantaged groups. The disadvantaged have fewer automobiles and trucks, daily newspapers, biweekly newspapers, trade or farm magazines, women's magazines, and other magazines.

Table 32. Households without selected material possessions and communication items by disadvantaged and non-disadvantaged and zone

	Zone					
Possession	Open country %	Rural place %	Small urban %	Medium urban %	Large urban %	Total %
Disadvantaged						
Car or truck	3.3	9.4	14.2	35.1	38.9	20.7
Television	6.7	--	3.9	2.9	5.5	4.4
Radio	2.0	7.1	5.2	5.2	7.6	5.3
Daily newspaper	33.3	28.2	28.4	32.1	32.4	31.4
Biweekly newspaper	28.7	35.3	33.5	67.2	67.2	47.0
Trade magazine	22.7	64.7	54.2	85.3	86.3	60.9
Womans magazine	46.0	62.4	66.5	73.1	76.7	64.2
Other magazines	28.7	44.7	40.0	56.1	64.0	47.0
Non-disadvantaged						
Car or truck	--	3.0	0.2	7.0	6.5	3.2
Television	5.8	3.0	2.3	5.7	1.7	3.8
Radio	1.4	--	2.3	--	3.4	1.6
Daily newspaper	23.2	18.5	9.5	--	9.1	12.8
Biweekly newspaper	26.0	18.7	32.8	35.0	44.5	32.2
Trade magazine	21.6	38.8	53.6	51.5	70.1	46.2
Womans magazine	36.9	39.0	42.1	26.4	55.8	40.8
Other magazines	22.1	27.8	20.8	27.1	40.5	27.9

Organizations may be a media through which educational programs can be conducted and promoted. Table 33 points out that fewer disadvantaged males and females belong to and are active in organizations than non-disadvantaged.

Table 33. Organizations males and females belong to and are active in by zone

	Zone					
	Open country %	Rural place %	Small urban %	Medium urban %	Large urban %	Total %
Belong to one or more organizations						
Dis. male	48.7	55.3	56.1	60.2	67.6	57.5
Non-dis. male	61.6	88.0	70.0	75.8	58.9	67.0
Dis. female	57.0	40.0	41.7	26.2	30.7	42.4
Non-dis. female	64.9	77.3	55.7	45.6	50.6	58.8
Attend 1/4 of meetings (those that belong to organizations)						
Dis. male	74.0	71.1	70.6	88.3	63.3	72.0
Non-dis. male	74.1	84.4	86.8	67.1	60.6	73.8
Dis. female	80.8	73.1	66.6	52.2	62.1	72.5
Non-dis. female	90.9	87.3	85.1	82.6	79.0	82.2
Hold office (those that belong to organizations)						
Dis. male	28.6	13.2	14.7	22.3	18.4	20.8
Non-dis. male	21.4	41.4	43.8	11.7	22.5	26.9
Dis. female	38.4	23.1	20.8	--	74.8	28.7
Non-dis. female	32.3	41.4	50.4	23.2	23.9	34.0

When those that belonged to organizations were asked if they attended one-fourth or more meetings the disadvantaged males were about the same in participation as the non-disadvantaged males. The non-disadvantaged females had about 10 percent more attending the meetings than the disadvantaged. Those belonging to organizations were asked if they held an office. The disadvantaged males and females held fewer offices than the non-disadvantaged.

Job Mobility

The last part of this study involves the job mobility of the disadvantaged and non-disadvantaged groups. The head of household was asked this question: "Suppose the head of household was offered a new job with a chance to make $2,000 a year more than he now makes, would you personally favor the change if it meant working nights, leaving family, endangering health, working harder, giving up spare time, adding responsibility, being quiet about religion, being quiet about politics, leaving friends, leaving community, moving around, moving 100 miles from friends, and moving out of state?" Table 34 presents the percentages of the disadvantaged and non-disadvantaged who said they would make the change for $2,000 more income. The table is divided into education categories. In every situation the disadvantaged have a higher percentage willing to make the change than the non-disadvantaged. Both groups had a similar ranking of situations they would consider. Leaving community, friends and moving 100 miles away from friends or out of state received the largest percentages of positive responses. Most individuals were not willing to endanger their health for $2,000 and that question received the lowest number of positive responses. It was 4.9 percent for the disadvantaged and 1.9 percent for the non-disadvantaged.

Table 34 also shows that the desire to make a job change for $2,000 decreases with the increase in education.

Table 34. Percentages of households that said they would favor a move if the head of household was offered a new job with a chance to make $2,000 a year more than he now makes

	Education						
	7th	8th	9-11	12	13-15	16	Total
Classification	%	%	%	%	%	%	%
Disadvantaged							
Work nights	48.4	43.3	56.3	54.1	75.4	33.3	53.1
Leave family	27.5	24.0	29.8	26.6	62.2	--	29.2
Endanger health	4.4	2.2	5.3	7.6	--	--	4.9
Work harder	34.0	33.6	52.0	51.4	30.7	--	44.4
Give spare time	34.2	44.1	50.1	45.4	37.9	--	44.5
Add responsibility	37.2	56.4	64.7	64.3	83.4	--	60.1
Religion quiet	41.5	45.7	41.2	44.1	20.0	--	41.5
Politics quiet	49.1	52.5	50.7	51.8	23.4	--	49.5
Leave friends	61.7	71.7	72.2	66.1	86.4	66.7	69.8
Leave community	56.5	65.8	70.0	70.8	86.4	66.7	68.7
Move around	23.9	26.9	35.0	27.0	63.0	--	31.1
100 mi. from friend	54.6	57.8	66.9	67.9	86.4	66.7	65.0
Out of state	49.3	53.2	62.3	63.6	83.0	66.7	60.4
Non-disadvantaged							
Work nights		34.1	31.9	38.7	29.8	10.6	32.8
Leave family		24.1	6.0	16.4	27.9	17.8	18.0
Endanger health		6.5	.2	1.7	--	--	1.9
Work harder		15.5	18.8	34.6	56.2	28.6	31.7
Give spare time		22.0	19.3	25.1	36.5	25.1	25.4
Add responsibility		29.5	44.5	51.5	76.4	44.2	49.4
Religion quiet		31.3	31.4	30.0	34.1	14.3	29.1
Politics quiet		38.8	40.5	41.6	55.0	17.9	40.0
Leave friends		51.2	44.4	62.8	72.6	65.8	60.2
Leave community		58.7	41.0	62.7	75.8	65.8	61.4
Move around		14.1	15.1	20.0	23.8	28.6	19.9
100 mi. from friends		56.2	41.2	60.5	75.7	65.8	60.0
Out of state		49.3	41.2	55.4	72.6	69.3	56.5

DISCUSSION

This study was an attempt to ascertain the training desired by disadvantaged and non-disadvantaged household heads in Iowa. An attempt was also made to see if certain variables would have an effect on attendance at training meetings.

The findings in the previous chapter indicate there is a fairly high desire for training in several areas. Training in mechanics, metal work, teaching, electronics mechanics, and drafting are strongly desired by males. Females wanted training in LPN, social work, office machines, computer programming and accounting. This study indicated 133,000 Iowa household heads were interested in training in these ten areas.

Educators in Iowa should scrutinize their educational programs to see if these courses are made easily available to disadvantaged and non-disadvantaged groups; particularly educators in the area vocational-technical schools should offer training in these areas.

Educators working with farmers, such as the cooperative extension service, and vocational agriculture instructors, should examine training interests preferred by farmers. Table 21 illustrates that both the disadvantaged and non-disadvantaged farmers desired training in mechanics, metal work, construction, and machinist. A lesser number expressed interest in farm management, livestock management or crop production. This investigator as well as many economists think management training would be most valuable to the farmers and is the highest need of the disadvantaged farmer. If farmers are to be offered management or crop production training, a high degree of selling must be done to get them to participate. They must feel a need before they will participate.

It may be interesting to find out why farmers desire training in mechanics and other semi-skilled areas. Do they want the skill to more adequately perform the many tasks that occur on the farm related to mechanics and welding? Or do they desire training so they will have a trade if they leave the farm in the near future? The latter may be true for the disadvantaged farmer. The farm laborer indicated a higher preference for management and crop production. Maybe he more closely realized his training needs.

Table 15 shows that 4.5 percent or 14,992 Iowa household heads desired training that will enable them to finish high school. Some adult classes in public schools have reached the people who desire to complete high school, but new ways need to be developed to reach more of them with this important type of adult education.

A considerable amount of interest was shown in horticulture by the professional group (See Table 21). One can speculate why there was high interest in this area by the professional group. Did they have horticulture as a hobby and consequently, want to find out more about it or did they want training in horticulture to help them with their job?

Some authors have indicated ways to help the disadvantaged. Moscovitch (27) states:

> There are three main approaches to raising the job skills of the poor: having the government train them in schools or other public training courses; having the government subsidize private training of them on the job; and having the government hire the poor and offer them on-the-job training while they work . . . Many of the poor have no confidence in education as a road out of poverty.

Pearl and Riessman (29) propose to develop a system where the poor are used to serve the poor. Non-professionals from the poor would be used as training assistants to train more of the poor. Riessman (31) comments, "Challenge to us is to have the civil service system, the educational system, and the professionals work together to make the non-professional revolution into a meaningful pattern."

Adults have different preferences as to when meetings are held. Most adults preferred training meetings that were held during the regular work hours, and when time off was given with full pay. Meetings held in the evening which were free in the same town or community were highly desirable. The disadvantaged group tended to have less interest when a fee for training was charged. Lack of money could be a problem and limit participation by the disadvantaged. The results of this study strongly emphasize the need to have adult training in the evening, and located close to the adult who is expected to attend. These variables have often been overlooked in many adult training programs. If training needs to be given during work time to get the most participation, industry as well as government will need to give training at that time. Maximum involvement would be the result.

Females are more apt to attend during the day than are men, but night meetings are still preferred by them.

Table 29 indicates household heads living in the open country, most of them farmers, prefer night meetings. Many cooperative extension meetings are held in the daytime, especially during the winter months. Maybe the time of year has an effect on attendance. In this study, only 24 percent of the heads of household living in the open country that desired training would attend training if it was held during the daytime and was free. Almost 92 percent would attend if training was held at night under the same circumstances.

Mass media can effectively be used in adult education programs. Apparently, both the disadvantaged and non-disadvantaged have televisions and radios in their households. These two media could be put to more educational use, especially in the basic courses. Bergevin (3) comments on this:

> Mass media, which can contribute to the civilizing process, are being used to neutralize independent thinking. Lack of responsibility for the public well demonstrated by the modern television industry is a case in point. Such an opportunity for mass development of society as that given to television has rarely presented itself. More people can be reached more easily than had ever been thought possible. But for the most part the opportunity of contributing to our maturity is being spent on drama (using the word in its loosest and broadest sense) and entertainment sandwiched between carefully developed and delivered instructions about soap, automobiles, and hair grease or tobacco--products the seller believes people should buy.

More disadvantaged do not have mass media such as magazines and newspapers. One-third of the disadvantaged do not receive a weekly newspaper, and almost one-half do not receive a biweekly newspaper. It is more difficult to reach them with educational material through these mass media. Bergevin (3) states:

> Mass media (newspapers, radio, television, magazines) can promote the importance of continuing learning for adults through appropriate editorials, stories, documentaries, plays, and announcements. The mighty opinion-forming institutions can, and to some extent do, promote and popularize the idea that a democracy cannot survive where people are uneducated and irresponsible, that learning can be interesting and valuable to the adult, and that the learning acquired in school as a youth cannot sustain a citizen in a democracy for the rest of his life.

Many of the disadvantaged do not have automobiles. Almost 40 percent of the disadvantaged in urban cities over 50,000 population did not have an automobile. This alone would be a deterent for them if they want to attend some type of training. The non-disadvantaged in the same size city could readily attend because of easy access to his own transportation. Only 7 percent of the non-disadvantaged are without automobiles.

As might be expected, the disadvantaged belong to fewer organizations and are less active in them. Organizations are often a source of adult education. About 50 percent of the disadvantaged belong to at least one organization, and about 3/4 of the belongers are active enough to attend 1/4 or more of the meetings. Some disadvantaged could be reached through organizations, but many of them would be missed.

Opportunities for adult education in many areas are suggested from this study. Apparently adult education in Iowa is not adequate at the present time. In this study, 333,752 Iowa household heads, 46,082 of them disadvantaged, were interested in training of some kind. Furthermore, 14,992 Iowa household heads desire to complete high school.

Whose responsibility is it to reach these thousands of Iowans with adult education? Educational institutions have had most of the responsibility, and probably will continue to have the major responsibility for adult education. Industry is starting to take a more active role in adult education, including education and training of the disadvantaged.

The cooperative extension service not only can serve as an adult educator in the areas it is qualified to teach namely, home economics, economics, and agriculture, but it can also serve as an agent to get more adult education programs, and help other adult educators see the needs of more adult education.

It is the investigator's opinion that the educational institutions could do a more effective job teaching adults by educational TV and also by using many other new educational devices.

CONCLUSIONS

1. When the study was conducted, 14 percent of Iowa household heads were disadvantaged.

2. The largest percentage of disadvantaged were in the open country zone and large urban cities over 50,000 people.

3. Inadequate income was the largest single factor to cause a household to be classified disadvantaged.

4. The occupational groups with the largest percentage of disadvantaged in them were farmers, operatives, and laborers.

5. There was little difference in desire for training between disadvantaged and non-disadvantaged groups, both had about 59 percent interested in further training.

6. Females had less desire for training than males.

7. The desire for training decreased with age for both the disadvantaged and non-disadvantaged, but with a slower rate for the disadvantaged.

8. Four and one-half percent or 14,992 Iowa household heads desire training that will enable them to finish high school.

9. The desire for training increased with more education.

10. About 40 percent of Iowa household heads were not interested in further training.

11. The disadvantaged with educational groupings of 8th grade, 9th to 11th grade, 12th grade, and 13 to 15th grade, consistently had a higher desire for further training than the non-disadvantaged in the same age groups.

12. The disadvantaged have more desire for training in the urban areas over 2,500 population than in open country and rural place zones.

13. Each residential zone had different preferences for occupational training.

14. When divided into occupational groups the professionals and farm laborers had the highest interest in training in both the disadvantaged and non-disadvantaged groups.

15. The least desire for training was expressed by the farmers in both groups. In the non-disadvantaged group, managers also expressed lower interest.

16. Highest desire for training was expressed in metal work, teaching, mechanics, electronics mechanics, and draftsmen. This was also the training desired by males.

17. Females desired training in licensed practical nursing, social work, office machines, computer programming and accounting.

18. Disadvantaged desired training in mechanics, drafting, metal work, electronics mechanics, and courses for high school completion.

19. The non-disadvantaged desired training in metal work, teaching, electronics mechanics, mechanics, and courses for high school completion.

20. Both disadvantaged and non-disadvantaged preferred meetings for training if they were given time off from the job and a full pay allowance. Cost of training would be paid by trainee.

21. Least desired choice of training was when it was held in the daytime in local town or community and free.

22. A fee charged for training seemed to hinder potential participation of the disadvantaged.

23. Females tended to be willing to attend training during the daytime more readily than males.

24. Disadvantaged have fewer material possessions than the non-disadvantaged. They have fewer automobiles and trucks, daily newspapers, biweekly newspapers, trade and farm magazines, women's magazines, and other magazines.

25. The disadvantaged and non-disadvantaged have about the same number of televisions and radios for each household.

26. Disadvantaged belong to fewer organizations, and are less active if they do belong to organizations than non-disadvantaged household heads.

27. Disadvantaged are more willing to undergo a move or difficulty for a new job for $2,000 more income than non-disadvantaged.

28. Both disadvantaged and non-disadvantaged are the most willing to leave friends or community for a job with $2,000 more annual income.

29. Both disadvantaged and non-disadvantaged are the least willing to endanger health for a new job with $2,000 more annual income.

30. The disadvantaged have more desire for training, and will undergo more difficulty for $2,000 more income per year than the non-disadvantaged group.

31. The disadvantaged are different than the non-disadvantaged and different methods need to be used to reach them with educational programs and training.

LIMITATIONS

1. The weighing factor which expands the sample data to the population of the state sometimes distorts the data, and creates an unrealistic figure when the data is broken down into small cells. For example, in Table 21, the non-disadvantaged laborers have artificial insemination as training desired, and the projected figure is that 4,710 Iowa household heads desire this type of training. This is unrealistic and is the result of only a few individuals from the sample in that group.

2. If those that desire training get the training they desire, there is no guarantee that jobs will be available for them. Employment opportunities need to be known before this can be done.

3. Types of training desired is limited to the responses given by the adult interviewed. Many of those interviewed were probably unaware of the many different kinds of training available, and consequently, have no understanding of them.

4. This study is limited to the definition of disadvantaged made in the introduction. The income criteria can be somewhat misleading. A farmer, even though he has the same income as his urban counterpart, can live better than someone in an urban setting. The individual in the urban setting often has higher living costs. The income scale for farmers should be changed to compensate for this fact.

5. The adult interviewed gave responses for the household head if the household head was not present. Thus, the response may or may not reflect the view of the household head. This investigator has assumed the adult interviewed adequately expressed the view of the household head.

6. The results of this study can only be applied to household heads under 60 years of age in Iowa, and does not include the total labor force.

7. Education and training is not inferred in this study to be a solution to poverty.

8. The 59 percent interested in further training does not insure that 59 percent of those interested will attend training if available. Time held, cost and distance have an effect on participation. Often those to be reached are not informed of the training. Communication is not adequate. Green (11) suggests five probable factors connected with involvement of unskilled people in continuing education. He states:

> First, those people engaged in manual labor were physically and mentally fatigued at the close of the day. Second, most of those people felt inferior and did not want to reveal their ignorance by entering a class. Third, adults often felt that a language deficiency or barrier existed between them and their leaders. Fourth, educational offerings were usually too remote to be relevant to their daily experiences. Fifth, usually the adults were not approached by the educators in the learners own social environment.

Adequate involvement must also take place. Dobbs (8) states:

> Since adults examine program offerings in terms of their felt needs it would seem that the central objective in successful programming would be to accurately identify these needs together with related problems, interests, and aspirations of the clientele.

A limitation as stated by Shoemaker (32) is that generalizations about the poor cannot be made.

> The lowest socio-economic group in America is not one monolithic, homogenious sub-culture. The low-income population presents a variety of groupings, subgroupings, and sub-cultures of many variations and shadings of life-style, habits and modes of expression . . . certainly at least as varied as the middle classes.

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SUMMARY

This study was based on data from a study of 538 disadvantaged and 247 non-disadvantaged household heads in Iowa. The data were obtained from the "Dimensions of Iowa Welfare Study" (30). Weighing factors were used to project the sample to the population of heads of household under 60 years of age in the state.

The questionnaire was developed by a professional staff at Iowa State University. Only a portion of the questionnaire was used for this study. A team of professional interviewers conducted personal interviews for the study.

The statistical laboratory at Iowa State University tabulated the data. The sample included 643 males and 142 females and was distributed within the following zones by residence: open country - 222, rural place - 118, small urban - 106, medium urban - 104, and large urban - 235.

The study consisted of these parts:

1. Occupations of household heads.

2. Training desired by household heads.

3. Circumstances under which disadvantaged and non-disadvantaged would attend training.

4. Material possessions and communication items of the disadvantaged and non-disadvantaged.

5. Membership and participation by disadvantaged and non-disadvantaged in other organizations.

6. Willingness of disadvantaged and non-disadvantaged to undergo difficulty for a new job with $2,000 more annual income.

The study revealed 14 percent of the households in Iowa were disadvantaged according to the prescribed criteria. This represents 80,000 household heads in the state of Iowa.

The largest portion of the disadvantaged (31%) were located in the large urban areas in cities over 50,000 population. A large portion (27%) were located in the open country zone. These two zones contained 58 percent of all the disadvantaged in Iowa.

Income alone as a criteria for disadvantaged accounted for 39 percent of the total disadvantaged. Unemployment was second with 20 percent and education third with 19 percent.

An examination of the occupations revealed that almost half of the disadvantaged group were in the semi-skilled or unskilled occupational group.

Individuals in the study were asked to name the training they were interested in. Fifty-nine percent indicated an interest in more training. There was little difference in the percentage of disadvantaged and non-disadvantaged desiring training. The disadvantaged females indicated 4 percent more interest in training than the non-disadvantaged females. An examination of interest in training revealed that interest in training decreased with age, but with a slower decreasing rate in the disadvantaged group when compared with the non-disadvantaged group. Interest was highest (83%) for the 20 to 29 year age group.

Interest in training by education was also examined. Interest in training tended to increase with education, thus those with 13 or more years of education had the highest interest.

A look at training by zone of residence resulted in the conclusion that there was little difference in training desired by zone.

A division of those desiring training into occupational groups indicated the professional group had the most interest and the farmers had the least interest in training.

Training in the areas of metal work, teaching, mechanics, electronics mechanics, and drafting were most often mentioned by the total group and by the males in the study. Females desired training in licensed practical nursing, social work, office machines, computer programming, and accounting. The disadvantaged had similar choices as the over-all but teaching entered only in the non-disadvantaged group.

Training differed by zone. The training most often desired by zone was: open country - metal work, rural place - salesman, small urban - teaching, medium urban - engineering, and large urban - teaching.

A division into occupational groups revealed the training desired was highly related to the occupational group the individual was in.

An examination of the circumstances under which those desiring training would attend training showed that about 90 percent prefer training if time off from the job is given with a full pay allowance. Second choice was training held at night in the community and free.

The disadvantaged tended to be less interested when a cost for training was involved. Females had a tendency to have more interest in day training than males. Those individuals classified disadvantaged because of education had no more desire for training than the average of all the disadvantaged.

Disadvantaged have less material possessions and communication items. Both have television and radio about equally, but the disadvantaged have fewer automobiles or trucks, newspapers, and magazines. The disadvantaged are also less likely to be members of organizations, and be active participants in them. About 57 percent of the disadvantaged males belong to one or more organizations while 67 percent of the non-disadvantaged belong. A look at the females reveals 42 percent of the disadvantaged belong and 59 percent of the non-disadvantaged belong.

The disadvantaged indicated a stronger tendency to be willing to move or suffer hardship for a job with $2,000 more annual income.

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APPENDIX A. OCCUPATIONS

APPENDIX A. OCCUPATIONS

Professional
- Medical
- Clergy
- Engineering
- Teachers
- Scientist
- Musician
- Editor
- Technician
- Professional or technical workers

Farmers and Farm Managers
- Farmers - owners and tenants
- Farm manager

Manager, Officials and Proprietors
- Administration
- Buyers
- Agriculture - buyers, dealers
- Supervisors - production
- Small enterprises, stores, bakeries, etc.
- Jobbers, wholesalers
- Conductor - railroad
- Managers, officials and proprietors

Clerical and Kindred Workers
- Customer service
- Accountant
- Operations
- Secretary
- Non-office workers
- Radio operator
- Clerical and kindred workers

Salesmen and Sales Clerk
- Insurance agents and brokers
- Salesmen and sales clerk, newsboys
- Distribution
- Auctioneers

Craftsmen and Kindred Workers
- Mechanics and repairmen
- Construction
- Foremen
- Pressmen
- Machinists
- Window dressers

Craftsmen and Kindred Workers (Continued)

- Electricians
- Machine operators
- Linemen and servicemen
- Other repair

Operative and Kindred Workers

- Vehicle operators
- Mass production
- Small enterprise workers
- Power station operator
- Meat cutters
- Painter
- Armed Forces
- Operatives

Service Workers

- Private household workers
- Food service workers
- Food service supervisors
- Maintenance workers
- Health
- Government related
- Barbers
- Service workers, except private

Farm Laborers and Unpaid Family Workers

- Farm laborers
- Unpaid family workers

Laborers

- Garage laborers
- Groundsmen
- Lumbermen
- Laborers

APPENDIX B. TRAINING DESIRED

APPENDIX B. TRAINING DESIRED

Professional
- Teaching
- Ministry
- Nursing
- Social work
- Lawyer
- College
- Not college

Agriculture & Home Economics
- Farm management
- Livestock management
- Farming; crop production
- Wildlife management; conservation
- Household management; homemaking
- Sewing
- Cake decorating
- Flower arranging
- Horticulture
- Artificial inseminator

Repair and Maintenance
- Radio & TV
- Mechanic
- Electrical appliance repair
- Heating
- Telephone
- Office machines
- Upholstery
- Shoe
- Motors
- Musical instruments

Clerical
- Receptionist
- Clerk
- Secretary
- Interviewing
- Library clerk
- Postal clerk
- Telephone operator
- Teacher's aide
- Store and grocery clerk
- Hotel clerk

Business & Sales
- Marketing
- Salesmen
- Managerial
- Advertising
- Commercial art
- Banking
- Newspaper
- Accounting
- Merchandising
- Modeling, millinery

Skilled - Craftsman
- Machinist
- Machine tool and die
- Gunsmith
- Construction
- Metal working
- Meatcutting
- Plumbing
- Woodworking
- Demolition
- Electrician

Skilled - Technical
- Computer programming
- Surveying, mechanical technician
- Lab technician
- Draftsman
- Printing
- Dental technician
- Electronics mechanic
- X-ray technician
- Food technology
- Mortician

Service - Personal
- Cosmotology
- Barber
- Waiter
- Hospital attendant
- LPN
- Interior decorating
- Service station attendant
- Nurse's aide
- Custodial
- Foreign language translator

Service - Public, semi-skilled
- Painter
- Truck driving
- Fireman
- Policeman
- Baker
- Food service
- Flying
- Railroad engineer
- Auctioneering
- Airline stewardess

Operative and Miscellaneous
- Office machines
- Press
- Heavy equipment
- Projectionist
- Boiler
- Machine set-up
- Assembler
- Communications
- Wool presser
- Building maintenance

APPENDIX C. QUESTIONNAIRE

Form E - Determination of Composition of Economic Units

County | Zone | Segment

Household No.________

Interviewer____________________________

We would appreciate some information about the people who live in this household. Would you please tell me the name of each adult in the household starting with the head? Name of each child starting with the oldest? [Interviewer: enter each person in col. (1) of table. Then complete the remaining columns for each person listed.]

(1)	(2)	(3)	(4)	(5)	(6)	(7)		(8)	(9)	(10)	(11)		(12)		(13)
Name	Relation to head	Sex	Age	Marital status: S M W D	Highest year of school completed	If age 6-18: In school now?		If age 6 or over:		If age 18-60: days not worked	Received at least ½ support from head of household?		If No in (11): Pool income with household		Economic unit letter
						Yes	No	Present occupation	Business or industry		Yes	No	Yes	No	
1	Head										X				
2															
3															
4															
5															
6															
7															
8															
9															
10															

Cols. (1) - (4) and (6) - (7) - Self explanatory

Col. (5) - S-Single, M-Married, W-Widowed, D-Divorced or separated.

Col. (8) - What is____________'s main job? (Enter housekeeper, student, retired or unemployed, if appropriate.)

Col. (9) - In what type of business or industry is________employed? (Enter NA if housekeeper, student, etc.)

Col. (10) - In the last three (3) months, that is, since the___(day) of_______(month), how many work days has________ not worked full time? (If student, count days of school missed; if housewife, count days unable to do house work. DO NOT count weekends, holidays, paid vacation. DO count illness, unemployment, unpaid vacation, days spent at part time work.)

Col. (11) - Did__________receive at least 1/2 of his (her) support from__________(person on line 1)?

Col. (12) - If No in col. (11): Did__________pool his (her) income with this household, that is, the household headed by____________(person on line 1)?

Col. (13) - If any persons with No in both Col. (11) and Col. (12), determine according to your manual how to group these persons into additional economic units.

Form D - Segment Screening Form

County	Zone	Segment

County ______________________ Town (or twp.) ______________________

Interviewer ______________________ Date ______________________

	(1)	(2)	(3)	(4)		(5)		(6)	
				Are all persons in this household over 60 years old?		Is the head of this household a professional person?		Information obtained from	
Line No.	HU No. (from sketch)	Name of occupant	Address	Yes	No	Yes	No	Subject HU (check)	Neighbor (give HU No.)
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

	(7)		(8)	(9)	(10)	(11)			(12)
	Eligibility (from Form D)		If eligibility not known, complete Forms E and F; then complete these columns						
	(a)	(b)					Interview completed		
Line No.	Not eligible [Yes in (4) or (5)]	Eligibility not determined	Not elig. (Form F) or elig. not known	Serial No. of noneligible [all lines with checks (7a) or (8)]	Noneligible to be interviewed (check)	Eligible (from Form F) interview all	Yes	No	If No, why not? [NR=not required O-other, specify]
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

Form __2__

Interviewer____________________

Date____________________

Stratum & Segment__________

Household No.__________

Economic Unit Letter________

IOWA STATE UNIVERSITY
HUMAN RESOURCES STUDY
February 1967

Name of respondent____________________

Time interview began________

Telephone number__________ __________
Exchange

INTERVIEWER: From the household record copy the names of the members of the household

Name	Health (1)	No visit doctor (2)	Doctor 10 times (3)	Dental work (4)	No visit dentist (5)	Activity restricted (6)
1.	E G F P					1 2 3
2.	E G F P					1 2 3
3.	E G F P					1 2 3
4.	E G F P					1 2 3
5.	E G F P					1 2 3
6.	E G F P					1 2 3
7.	E G F P					1 2 3
8.	E G F P					1 2 3
9.	E G F P					1 2 3
10.	E G F P					1 2 3

Now let us discuss the health of the members of the household.

1. How would you rate the health of each person? Excellent, Good, Fair, or Poor? (Circle appropriate answer for each person)

2. Was any person not to the doctor at all during 1966? Yes____ No____
If Yes, which ones? (PUT AN X IN COLUMN 2 BY THE PERSON'S NAME)

3. Was any person to the doctor 10 times or more during 1966? Yes____ No____
If Yes, which ones? (PUT AN X IN COLUMN 3)

4. Was any person to the dentist for fillings or repair work last year? Yes____ No____
(PUT AN X IN COLUMN 4)

5. Was any person not to the dentist at all last year for anything? Yes____ No____
If Yes, which ones? (PUT AN X IN COLUMN 5)

6. Does health or physical condition, other than temporary illness, restrict the activity of any household member? Which ones? How much? (CIRCLE APPROPRIATE RESPONSE)

1. No 2. Yes-Somewhat or occasionally 3. Yes-Severely or frequently

7. In 1966 did any of the children or anyone else in the household go without MEDICAL CARE when you thought they should have it? Yes____ No____. If Yes, why?__________________
____

8. In 1966 did any of the children or anyone else go without DENTAL CARE when you thought they should have it? Yes____ No____. If Yes, why?__________________
____

9. In 1966 did any of the children in this household attend a special education class or school? Yes____ No____

10. Please estimate the total medical bills for 1966 for this household. (Include the value of all services--doctor, dentist, hospital, medicine, glasses, nursing home, etc.--actually received by all members whether paid for or not and the amount of health insurance premium paid)

(1) Total Medical Expenses Paid (Excl. Insurance)	(2) Amount of Insurance Premium	(3) Amount Paid By Respondent	(4) Amount Paid By Insurance	(5) Amount Paid By Other Agencies	(6) What Agency Paid

11. Thinking about your household as a whole, are you living better or worse than your parent(s) did at your age? (CIRCLE ONE)
 1. Better 2. About the same 3. Worse X. Don't know Y. Not applicable

12. What was your father's occupation when he was your age?________________

13. What is the highest grade in school completed by your father?________________

14. Is this household living better or worse than it did last year? (CIRCLE ONE)
 1. Better 2. About the same 3. Worse X. Don't know Y. Not applicable________________
 (reason)

15. Is this household living better or worse than it did 5 years ago? (CIRCLE ONE)
 1. Better 2. About the same 3. Worse X. Don't know Y. Not applicable________________
 (reason)

16. What was the occupation of the head of the (household) (economic unit) five years ago?
____

17. How do you feel about this household's future? Do you think it will be living better or worse next year? (CIRCLE ONE)
 1. Better 2. About the same 3. Worse X. Don't know

18. Why?________________

19. Do you think it will be living better or worse five years from now? (CIRCLE ONE)
 1. Better 2. About the same 3. Worse X. Don't know

20. Why?________________

21. I will read some statements about people, life, or society, and for each statement will you please tell me whether you AGREE or DISAGREE with it? Think about your own personal experience and give your present opinion. (CIRCLE ONE)

	Agree	Undecided	Disagree
a. There's little use in writing to public officials because often they aren't really interested in the problems of the average man	1	2	3
b. Nowadays a person has to live pretty much for today and let tomorrow take care of itself	1	2	3
c. In spite of what some people say, the lot of the average man is getting worse, not better	1	2	3
d. It's hardly fair to bring children into the world, the way things look for the future	1	2	3
e. These days a person doesn't really know whom he can count on	1	2	3

PERSONAL CHARACTERISTICS OF (HEAD OF HOUSEHOLD) (HEAD OF ECONOMIC UNIT)

22. In what town and state was the head of the household born?______________________
(city or town) (state)

23a. Since 1956, how many years has the head of the household lived in this community?________

23b. If less than 10 years, how many different communities has the head of the household lived in since 1956?__________

24. How many different places(houses, apartments, dwelling units, etc.) has the head of household lived in since 1956?______________(Exclude military and college residences)

25. In what town and state did the head of the household live when he was 16 years old?

____
(city or town) (state)

26. Suppose the head of the household (economic unit) was offered a new job with a chance to make $2000 a year more than he now makes. Would you personally favor the change if it meant:

INTERVIEWER: WRITE YES, NO, DK, NA, OR RA IN BLANK

1. Working at night instead of in the daytime __________
2. Leaving the family for some time __________
3. Endangering his health __________

INTERVIEWER: REPEAT QUESTION

4. Working harder than he does now __________
5. Giving up spare time __________
6. Taking on more responsibility __________
7. Keeping quiet about your religious views __________
8. Keeping quiet about your political views __________

INTERVIEWER: REPEAT QUESTION

9. Leaving your friends __________
10. Leaving this community __________
11. Moving around the country a lot __________
12. Moving more than 100 miles from relatives and friends __________
13. Moving out of the state __________

Question 32 CARD 2 (yellow) REASONS FOR LEAVING JOB

Y-N.A.
X-Don't know
0-Refused to answer
1-Illness
2-Injury
3-Disability
4-Laid off temporarily
5-Business closed
6-Laid off permanently
7-Seasonal work
8-Dissatisfied with job; didn't like the job
9-Retired
10-Fired
11-Got a better job
12-Replaced by a machine
13-Left to get more training
14-Other ______________________ ______________________
(write in) (person)

Question 34 CARD 3 (blue) FOR SKILL LEARNED

1-Nurse, practical, licensed
2-Draftsman
3-Office machine operator
4-Clerk, general office
5-Cleark, typist
6-Salesperson (all types)
7-Cook
8-Welder
9-Automobile mechanic
10-Auto body repairman
11-Electronics mechanic
12-Meat cutting
13-Machine operator, general
14-Farm equipment mechanic
15-Electrical appliance repairman
16-Service station attendant
17-Brick laying (pre-apprenticeship)
18-Operating engineer (construction)
19-Tool and die maker (pre-apprenticeship)
20-Office machine repairman
21-TV and radio repair
22-Computer programming
23-Other
______________________ ______________________
(write in) (person)
24-Other
______________________ ______________________
(write in) (person)

Question 36 CARD 3 (blue) FOR FURTHER TRAINING DESIRED

1-Nurse, practical, licensed
2-Draftsman
3-Office machine operator
4-Clerk, general office
5-Clerk, typist
6-Salesperson (all types)
7-Cook
8-Welder
9-Automobile mechanic
10-Auto body repairman
11-Electronics mechanic
12-Meat cutting
13-Machine operator, general
14-Farm equipment mechanic
15-Electrical appliance repairman
16-Service station attendant
17-Brick laying (pre-apprenticeship)
18-Operating engineer (construction)
19-Tool and die maker (pre-apprenticeship)
20-Office machine repairman
21-TV and radio repair
22-Computer programming
23-Other ______________________ ______________________
(write in) (person)

24-Other

______________________ ______________________
(write in) (person)

EMPLOYMENT RECORD

INTERVIEWER: IN THE COLUMNS AT THE RIGHT ENTER THE NAMES OF EACH ADULT OF WORKING AGE (16 years and over) LIVING IN THIS HOUSEHOLD AND NOT IN SCHOOL. ASK EACH QUESTION ABOUT THE FIRST INDIVIDUAL, THEN REPEAT THE SAME QUESTIONS FOR THE SECOND INDIVIDUAL, AND SO ON.					
27. During 1966 how many weeks was____________________: a. Unemployed b. Employed full time (at least 35 hrs. a week) c. Employed part time (less than 35 hrs. a week) d. Absent from work due to illness or injury e. In school (FOR THOSE IN SCHOOL PART OF YEAR)					
28. Did__________________hold more than one job at any one time during 1966? Yes____ No____. If Yes, for how many weeks did he hold more than one job?					
29. Counting all jobs, on the average, how many hours a week did he work during 1966?					
30. If unemployed, is__________________ actively looking for another job right now?					
31. How many different main jobs has __________________held in the last 5 years, if more than one job in last 5 years?					
32. What was the main reason he left the last job? GIVE RESPONDENT CARD 2 and read reasons. Record code for reason given.					
33. When was the most recent vocational or technical training or schooling other than high school, received (give year)					
34. What vocational or technical training skill was learned at that time? (GIVE RESPONDENT CARD 3 AND RECORD CODE)					
35. Is the skill learned being used in the present (or last) job? 1. No-not at all 2. Yes-sometimes 3. Yes-regularly					
36. In what kind of further education or training would he be interested? INTERVIEWER: GIVE RESPONDENT CARD 3 ONLY IF HE HAS DIFFICULTY IN NAMING A SKILL AREA. RECORD CODE AND CIRCLE IF GIVEN VOLUNTARILY.					
37. Would he attend the training: INTERVIEWER: RECORD YES, NO, OR DON"T KNOW FOR EACH CONDITION BELOW: a. if it were held at night in this town or community and free					
b. if it were held in the daytime in this town or community and free					
c. if it were held in the daytime in this town or community and cost $1.00 per session hour(3 hrs per week for 24 weeks)					
d. if it were held at night in this town or community and cost $1.00 per session hour(3 hrs per week for 24 weeks)					
e. if he were given time off from the job and a full pay allowance (cost of training paid by trainee)					

38. How do you compare your standard of living (considering housing, food, clothes, recreation, etc.) to that of others? Do you think this household is better off or less well off than: 6

	This household is better off (1)	Same (2)	This household is less well off (3)	Don't know (X)
a. Relatives and old family friends				
b. Immediate residential neighbors				
c. Social friends and acquaintances				
d. Other people in and around-___ (city or town)				

39. Do you have any definite plans to improve the standard of living of this household?

Don't know__________

Refused to answer__________

No__________

Yes--What are they?____________________

6 7

EXPENDITURES: HOUSING AND UTILITIES

I would like to ask about your expenditures for housing and utilities.

0. Do you own or rent? Own____ Rent ____ (If renting, skip to question 44)

1. IF OWN, how much do you pay each month for house payments? $__________(per month)

2. Does this amount include property taxes? 1. No____ 2. Yes____ X. Don't know____
   If No, how much are your taxes per year? $__________________

3. Does your payment include insurance on your property?
   1. No____ 2. Yes____ X. Don't know____
   If No, how much is it per year? $__________________

4. IF RENT, how much do you pay each month for rent? $__________(per month)

5. How much does it cost each month for:

	Either own or rent	Renters only	
ITEM	AMOUNT PER MONTH	INCLUDED AS RENT	
		YES	NO
a. Electricity			
b. Coal or oil			
c. Gas			
d. Telephone			
e. Water and sewer			
f. Garbage and trash pickup			
TOTAL			

6. How many rooms do you have in your house that are used by your own family? (Exclude closets, bathrooms, utility rooms, garages, porches and unfinished attics or basements) (CIRCLE CORRECT RESPONSE)

   0 - Refused to answer
   1 2 3 4 5 6 7 8 9 or more

7. How many bedrooms do you have in your home? (CIRCLE CORRECT RESPONSE)

   0 - Refused to answer
   1 2 3 4 5 or more

8. How many beds (complete with spring and mattress), including sofa beds, do you use? (CIRCLE CORRECT RESPONSE)

   0 - Refused to answer
   1 2 3 4 5 6 7 or more

LEVEL OF LIVING

49. Let me ask you some questions about the household. As I read each item, please tell me whether or not you have it in your home. Do you have: (a) (an)
INTERVIEWER: Circle one response for each item

	Refused to answer	No	Yes
1. Gas or electric range	0	1	2
2. Telephone	0	1	2
3. Electricity	0	1	2
4. Working TV	0	1	2
5. Working radio	0	1	2
6. Refrigerator (gas or electric)	0	1	2
7. Piped water	0	1	2
8. Kitchen sink	0	1	2
9. Electric sewing machine	0	1	2
10. Hot water heater	0	1	2
11. Home freezer (separate unit)	0	1	2
12. Automatic washing machine	0	1	2
13. Wringer type washing machine	0	1	2
14. Clothes dryer	0	1	2
15. Automatic dishwasher	0	1	2
16. Record player	0	1	2
17. Vacuum cleaner	0	1	2
18. Central air conditioning	0	1	2
19. Window type air conditioner	0	1	2
20. Indoor flush toilet	0	1	2
21. Tub or shower	0	1	2
22. Bathroom sink	0	1	2
23. Garbage disposal (mechanical kitchen unit)	0	1	2

50. Do you receive the following items regularly in your home? (Circle one response for each item)

	Refused to answer	No	Yes
Daily newspaper	0	1	2
Weekly newspaper	0	1	2
Trade or farm magazine	0	1	2
Magazine for women	0	1	2
Other weekly or monthly magazines	0	1	2

NTERVIEWER: CIRCLE CORRECT RESPONSE FOR QUESTIONS 51-54

1. Does the head of the household own an automobile or a truck with current registration and in running condition? 1. No 2. Yes

2. Is the head of the household registered to vote?
X. Don't know Y. N.A. (underage or does not meet residence requirements)
1. No 3. Registration not required in this district
2. Yes

3. Did the head of the household vote in the last general election (Nov. 8, 1966)?
X. Don't know Y. N.A. (underage or does not meet residence requirements)
1. No
2. Yes

4. Did the head of the household take an active part in the campaign?
X. Don't know 1. No 2. Yes

5a. How many different organizations do you belong to that have regular meetings, such as church groups, labor unions, civic clubs, farm or business organizations, women's clubs, etc.?
5b. Your spouse?

Respondent	Spouse

NTERVIEWER: IF RESPONDENT INDICATES MEMBERSHIP IN AT LEAST ONE ORGANIZATION, ASK NEXT TWO QUESTIONS

6a. How many of these organizations that you belong to, did you attend 1/4 or more of their meetings in 1966 or since date of joining in 1966?
6b. Your spouse?
7a. How many of these organizations do you hold office in?
7b. Your spouse?

8. On CARD 4 (green) is a list of resources available to households in case of emergency such as job layoff, illness, or injury. As I read each item will you please tell me whether it is available for this household to use?

.A.	D.K.	R.A.	No (not available)	Yes (available)	Resource
					01. Savings
					02. Spouse would have to go to work
					03. Could live on spouse's or other household member's income
					04. Borrow money to live on(from relatives, bank, credit union, loan company, etc.)
					05. Unemployment compensation
					06. Health and accident insurance(individual)
					07. Health and welfare benefits(labor union)
					08. Health and welfare benefits(employer)
					09. Workmen's compensation(if injured on the job)
					10. Mortgage home or sell other assets
					11. Move in with relatives
					12. Other
					13. None, would have to seek welfare assistance

PUBLIC WELFARE

INTERVIEWER: HAVE RESPONDENT REFER TO CARD 5 (yellow)

59. There are many types of public programs that provide assistance to households with special needs. As I read each type of program to you, please tell me:

a. If you have ever heard of the program
b. If you are presently using the program

INTERVIEWER: ENTER X UNDER YES OR NO IN COLUMNS a & b AS APPLICABLE AFTER EACH PROGRAM.

ASK NEXT QUESTION ONLY IF YES IS MARKED IN COLUMN b.

c. I will read to you each program you said you are now using. Please tell me how much money do you receive each month from____________________
(program used)

INTERVIEWER: ENTER THE ACTUAL DOLLAR AMOUNT OPPOSITE APPLICABLE PROGRAM UNDER COLUMN c. MARK AN X IF RESPONDENT DOES NOT KNOW THE AMOUNT.

d. People make use of assistance programs for various reasons. As you look back on it, what was the most important reason or condition which caused you or others in this household, to seek assistance: Look at the responses on PINK CARD 6 and tell me the most important reason for using____________________
(program used)

INTERVIEWER: ASK THIS QUESTION FOR EACH PROGRAM THE RESPONDENT SAID HE IS NOW USING. PLACE THE NUMBER CORRESPONDING TO THE APPROPRIATE RESPONSE OPPOSITE THE APPLICABLE PROGRAM, UNDER COLUMN d.

X. Don't know
0. Refused to answer
1. Illness
2. Disability
3. Dependent children
4. Injury
5. Retired
6. Unemployed
7. Improve skills
8. Stay in school
9. Want better job
10. Wanted work
11. Emotional or mental difficulties
12. Old age
13. Low income
14. Other ____________________
(write in)

Public Assistance Programs	Have heard (a)		Now using (b)		Amount received (c)	Reason program used (d)
	Yes	No	Yes	No		
1. Aid to Dependent Children (ADC)						
2. Old Age Assistance (OAA)						
3. Medical Aid to Aged (MAA) (Jan.-Dec.1966)						
4. Soldier's Relief						
5. Emergency Relief						
6. Aid to the Blind						
7. Child Welfare Services					xxxxx	
8. Aid to the Disabled (AD)						
9. Unemployment Compensation						
10. Social Security (OASDI)						
11. Medicare (Since July 1, 1966)						
12. Food Stamp Program						
13. Surplus Commodities					xxxxx	
14. Work Experience						
15. Rent supplement						
16. College Work Study					xxxxx	
17. Neighborhood Youth Corps						
18. Vocational Rehabilitation						
19. Job Training (MDTA)						
20. Job Corps					xxxxx	
21. Veteran's Death Pension						
22. Veteran's Disability Pension						
23. Educational Opportunity Grants					xxxxx	
24. Other (specify)						
25. Other (specify)						

e. Would you be interested in obtaining additional information about any program mentioned?

Yes____ No____

f. *If yes*, which ones? (RECORD CODE FOR PROGRAM(S) MENTIONED)

____

____

INTERVIEWER: ASK QUESTION 60 ONLY IF RESPONDENTS ARE PRESENTLY RECEIVING PUBLIC ASSISTANCE. IF NOT, GO ON TO QUESTION 61.

60. You said this household was receiving assistance from public programs. Consider the total amount of public assistance you receive. How adequate is this assistance in helping you provide for the needs of this household? Is it:

CODE
- Y. Not applicable
- X. Don't know
- 0. Refused to answer
- 1. Not enough to meet your needs
- 2. Just barely enough to meet your needs
- 3. Adequate to meet your needs

61. Has this household ever received assistance from any of these programs in the past?

CODE
- Y. Not applicable
- X. Don't know
- 0. Refused to answer
- 1. No
- *2. Yes

*IF YES TO PREVIOUS QUESTION, ASK:

62. How many months was assistance received in the past 5 years?

INTERVIEWER: ENTER UNDER APPROPRIATE YEAR: NOT APPLICABLE, NONE, OR THE NUMBER OF MONTHS ASSISTANCE WAS RECEIVED. AN ENTRY OF NOT APPLICABLE INDICATES THE YEAR PRECEDES THE DATE OF MARRIAGE, DATE OF ENTRY INTO HOUSEHOLD, OR FORMATION OF THE HOUSEHOLD.

	1966	1965	1964	1963	1962	Total
Number of months assistance received						
Number of months household in existence						

63. Are the parents of the head of the household (economic unit) presently receiving any public welfare or relief assistance?

CODE
- Y. Not applicable(If parents of head of household are dead)
- X. Don't know
- 0. Refused to answer
- 1. No
- *2. Yes

*INTERVIEWER: IF ANSWER IS YES TO PREVIOUS QUESTION, ASK:

64. What type of assistance are they presently receiving?____________________________

____

65. Were the head of household's parents ever assisted by welfare or relief programs in the past?

CODE
- Y. Not applicable
- X. Don't know
- 0. Refused to answer
- 1. No
- 2. Yes

HOUSEHOLD INCOME

66. You have been asked in a previous question about the sources of income for this household. Will you please refer to CARD 7 (white) and tell me from the list of income categories, the number which corresponds to the total amount of money income received by all members of this household during 1966? (CIRCLE APPROPRIATE RESPONSE)

CODE
X. Don't know
0. Refused to answer
1. 0-$999
2. 1000-1499
3. 1500-1999
4. 2000-2499
5. 2500-2999
6. $3000-3499
7. 3500-3999
8. 4000-4499
9. 4500-4999
10. 5000-5999
11. 6000-6999
12. 7000-7999
13. $8000 8999
14. 9000-9999
15. 10,000-14,999
16. 15,000-19,999
17. 20,000-24,999
18. over $25,000

67. No matter what one's income is, one may feel there are things which prevented it from being higher. What in your opinion is the most important reason that this household's income was not higher in 1966? (GIVE RESPONDENT BUFF CARD 8 AND RECORD CODE)

CODE POSSIBLE LIMITATIONS ON INCOME
Y. Not applicable
X. Don't know
0. Refused to answer
1. Nothing
2. Sickness
3. Injury
4. Disability
5. Unemployment
6. Housework
7. Children
8. Lack of education
9. Lack of training
10. Prejudice (racial, ethnic, religious, age, sex, etc.)
11. Weather
12. Business conditions
13. Took wrong job
14. Experience
15. Was attending school
16. Other ____________________ (write in) ____________ (person)
17. Other ____________________ (write in) ____________ (person)

68. Was this household's 1966 income reduced because of sickness or injury? Yes____ No____
If Yes, how much was it reduced? $________________.

INCOME TRANSFERS

69. At the present time, is the head of the household helping to support anybody else, in terms of child support, alimony, or other relatives?

Y. Not applicable X. Don't know 0. Refused to answer 1. No 2. Yes

70. If Yes, what is the dollar amount of such support? $__________ per____________________ (week, month, year).

71. Have you or any member of this household received any gifts from friends or relatives during the past year?(1966) (Such as food, clothing, furniture, rent, of over $25.00 in value)

Y. Not applicable X. Don't know 0. Refused to answer 1. No 2. Yes

72. If Yes, what was the dollar value of these gifts? $______________

PRIVATE WELFARE

73. On BLUE CARD 9, we have listed types of services available through private sources of assistance. As I read each type of service to you, please tell me:

a. If you have ever heard of the service
b. If you are presently using this service

INTERVIEWER: ENTER X UNDER YES OR NO IN COLUMNS a & b AS APPLICABLE AFTER EACH SERVICE.

ASK NEXT QUESTION ONLY IF YES IS MARKED IN COLUMN b.

c. I will read to you each service you said you are now using. As you look back on it, what was the most important reason or condition which caused you or others in this household to seek assistance? Look at the responses on GREEN CARD 10 and tell me the most important reason for using ________________ ________________________________.
(service used)

INTERVIEWER: PLACE THE NUMBER CORRESPONDING TO THE APPROPRIATE RESPONSE OPPOSITE THE APPLICABLE SERVICE, UNDER COLUMN c.

CODE
X. Don't know
0. Refused to answer
1. Illness
2. Disability
3. Dependent children
4. Injured
5. Low income
6. Unemployed
7. Improve skills
8. Handicapped
9. Mental problem
10. Emotional difficulties
11. Need guidance and counselling
12. Other ________________________________
(specify)

INTERVIEWER: ASK d ONLY IF APPLICABLE

d. On SALMON CARD 11 is a list of private agencies and organizations. I will read you each service you said you are now using. Tell me, please, which type of agency or organization furnished you with the service you receive.

INTERVIEWER: PLACE THE NUMBER CORRESPONDING TO THE RESPONSE OPPOSITE THE APPLICABLE SERVICE IN COLUMN d.

CODE
X. Don't know
0. Refused to answer
1. Local churches
2. Local service clubs
3. Catholic Charities
4. Lutheran Social Service Center
5. County Mental Health Clinic
6. Family Service Agency
7. Jewish Social Service
8. Salvation Army
9. Goodwill Industries
10. Planned Parenthood of Iowa, Inc.
11. Other ________________________

Type of Service	a Have Heard		b Now Using		c Reason Service Used	d Agency Providing Service
	Yes	No	Yes	No		
. Day Care Centers						
. Family Counselling						
. Psychiatric Service(County Mental Health Clinic)						
. Services for Unwed Mothers						
. Food Donations (By churches, service clubs, etc.)						
. Clothing Donations(By churches, Salvation Army, etc.)						
. Family Planning						
. Legal Aid						
. Vocational Training For Handicapped (Goodwill Industries program)						
0. Alcoholics Anonymous						
1. Other (specify)						

3e. Please refer to BLUE CARD 9 again and tell me if there is any private program listed, about which you would like additional information? Yes____ No____

3f. If Yes, which program(s)?______________________________

INTERVIEWER, RECORD CODE FOR PROGRAM(S) MENTIONED

FAMILY PLANNING (ASK ONLY OF TWO PARENT HOUSEHOLDS WHERE WIFE IS UNDER 45 YEARS OF AGE)

4. How many children do you believe would be the ideal number for you and your spouse?______________________

5. Do you plan to have any more children?

Y. Not applicable
X. Don't know
0. Refused to answer
1. No
2. Yes

Time interview ended__________

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